REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR ~~1907-08~~

1899-1900; 1900-01; 1902-03 to 1905-06;
1907-08 to 1909-10

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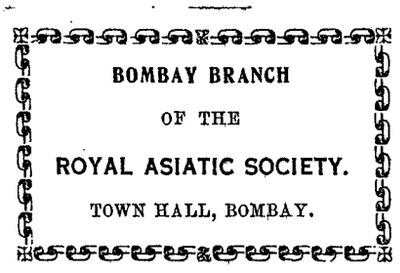

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REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1899-1900., 1900-01, 1902-1905-06, 1907-08 & 1909-10

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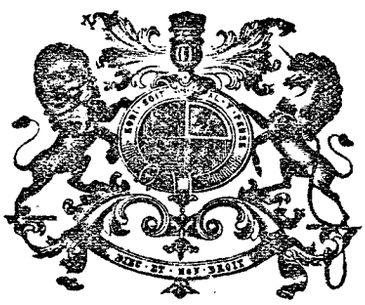

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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1899-1900.

Extract from the Proceedings of the Government of Burma in the Education Department,—No. 6E.-24, dated the 27th November 1900.

READ—

The Report of the Director of Public Instruction for the year 1899-1900.
The Report of the Educational Syndicate for the year 1899-1900.

RESOLUTION.—The Director's report was received in good time. It is of much more suitable length than that of the previous year.

His Honour regrets that he is unable to entirely share the somewhat optimistic views expressed by the Director of Public Instruction throughout his report. An examination of the figures shows that during the last five years primary education has been nearly stationary. There seems reason to believe that the claims of primary education have in the past been not sufficiently considered, and that an undue proportion of the total expenditure from Provincial Funds has been devoted to the higher branches of education to the detriment of primary education. The question will be fully considered by the Lieutenant-Governor in consultation with the Director. On the other hand, the quality of the education in the primary schools appears to be good, and Sir Frederic Fryer is glad to acknowledge the efforts of Mr. Pope in this direction.

The necessity for co-operation between Educational and Administrative Officers has been repeatedly insisted on. It is understood that the instructions issued on this point are generally observed. His Honour fully concurs with the Director's remarks as to the necessity for an absence of any thing like compulsion in endeavouring to extend primary education among the people.

Sir Frederic Fryer has read with interest the remarks of the Director relating to conferences of managers and teachers and other persons interested in education. These conferences are no doubt a valuable agency in spreading and improving education, and it is satisfactory to learn that Mr. Pope's personal efforts in this direction have met with so large a measure of success. There is much truth in the remarks of the Director of Public Instruction regarding the pay and prospects of the teachers as a class. There is little doubt that the prospects of the teaching profession are not attractive to the best Burmans, who prefer to take posts as clerks in Government offices, even on lower salaries than they would get as school teachers.

Teachers' Associations continue to do good work.

2. *General results.*—The total number of schools in the province has risen from 16,331 to 17,050, and the number of pupils under instruction from 270,257 to 287,987; but if private elementary schools are excluded, the result is less satis-

factory. It is then seen that the number of institutions on the register has decreased by 204. Primary schools, Vernacular and Anglo-Vernacular, show a decrease of 233. This was chiefly due to a large transference in Upper Burma of public unaided schools to the private list. These are all monastic schools with a very small attendance of pupils. The total attendance of all public primary schools increased by 5,191. The number of schools for girls remained nearly stationary, but there was a substantial increase in the number of pupils. There was again a satisfactory improvement in the number of pupils of Middle Vernacular schools. The number of these schools rose from 211 to 235. Collegiate students, High school pupils, and Middle English scholars remained nearly stationary.

3. *Financial.*—The total expenditure on education rose from Rs. 14,54,433 to Rs. 16,07,948, the net Government expenditure being Rs. 10,83,851 as compared with Rs. 9,68,680 in the previous year. The burden of the increase is shared as follows: Provincial Revenues Rs. 50,649, Municipal Funds Rs. 29,259, other Local Funds Rs. 35,263. The increase in the expenditure from Provincial Revenues was due to increased earnings in grants in both secondary and primary schools. The increase in the grants earned by the secondary Vernacular schools is a healthy sign of progress.

Buildings—show an increase of Rs. 56,628, made up partly of building grants made by the Education Department, and partly expenditure incurred by the Public Works Department. An Engineering school-building was purchased at Insein. It is satisfactory to note that the income from fees continues to increase.

4. *Educational Syndicate.*—The Educational Syndicate held one general meeting in March 1900. The Executive Committee met on nine occasions.

The Rangoon College remained under the control of the Syndicate during the year. The question whether the management of the College should remain with the Syndicate or should be transferred to the control of Government has not yet been finally decided. The Bernard Free Library is also under their charge. This institution was visited by 2,447 persons as against an average of 2,330 per annum during the previous six years.

Besides the control of these institutions and the conduct of examinations, the Executive Committee advised on various matters referred to them by the Local Government for opinion. The General Fund of the Educational Syndicate shows for 1899-1900 receipts, Rs. 34,758-14-0, and expenditure, Rs. 29,263-8-4. In both the College and School Funds also the receipts were in excess of the estimates, and expenditure was well within the amounts allotted for the purpose.

School and college fees (including boarding and hostel fees) amounted to Rs. 43,607-6-0. The increase in the amount received from fees during the last eight years is entirely due to the increase in the number of students, and no change has hitherto been made in the rate of fee, which has remained at Rs. 60 per annum, as originally fixed in 1883. The proportion which the fees bear to total expenditure is very low, while the fees themselves appear to be fixed on a lower scale than in any other province in India. The Lieutenant-Governor, while aware of the importance of refraining from any measure which may tend to act adversely on the growth of University education in this province, considers that the fee may be considerably enhanced without materially affecting the numbers in the college, and has accordingly decided to raise the fee to Rs. 7 and Rs. 9 per mensem

for F. A. and B. A. classes respectively. It is hoped that the co-operation of the managers of the Baptist College in this measure may be obtained.

5. *University education.*—Burma has as yet no University of its own. There are two colleges, the Rangoon College and the Baptist College. The Rangoon College is affiliated to the Calcutta University up to the B. A. standard, while the Baptist College is affiliated up to the F. A. standard.

It is disappointing to find that the attendance of students at both institutions shows a decrease as compared with the previous year. Of ten students who went up from the Rangoon College for the B. A. Examination of the Calcutta University, two only passed in the Pass course. Of 53 candidates for the F. A. Examination, 22 passed, all but three, in the third division.

After making due allowance for the circumstances as explained in the report, His Honour cannot but consider these results as unsatisfactory. The Baptist College is an institution of a few years' growth, and is still in its infancy. The Lieutenant-Governor has recently sanctioned a building grant for the extension of the college premises, and he will be prepared to consider favourably and to support, so far as public funds will admit, any measure which may have for its object the improvement and extension of the institution.

6. *Secondary education.*—There was a substantial increase in the number of secondary boys' schools, and in the number of pupils. The number of pupils attending girls' schools remained almost the same as in the previous year. The examination results show some improvement. The number of candidates for the Entrance Examination rose from 167 to 185, and the passes from 95 to 111.

The question of adopting the Entrance Examination as the test for candidates for Government employment is under consideration. It is probable that if the Director's proposals were accepted the number of pupils presented each year for Standards VIII and IX would increase.

The Baptist College did not repeat its success of the previous year. The Collegiate School showed some improvement. The best results in the Entrance examination were attained by the Akyab Municipal High School, from which nine candidates were presented for examination, and all passed.

In the Seventh and Eighth Standards the number of passes rose from 367 to 510 and from 158 to 170 respectively.

The number of Middle Vernacular schools increased from 211 to 235 during the year. Seven hundred and ninety-three pupils in these schools were successful in the Fifth, Sixth, and Seventh Standard examinations, as compared with 632 in 1898-99.

The steady increase since 1895 in the numbers of these schools and of the pupils attending them is satisfactory, and may be regarded as indicating that Vernacular secondary education is on the whole in a healthy condition.

There is, however, an increasing demand for English teaching, and when English is taught at all in any school it is employed generally as the medium of instruction.

7. *Primary education.*—The number of pupils attending Primary schools, including pupils in the Primary Departments of Middle and High schools, increased from 136,751 to 143,780. There was a more than corresponding improvement

in the number that were successful in the Upper Primary and Lower Primary examinations. Passes from Government and Municipal Anglo-Vernacular Primary schools increased but slightly, but there was a substantial increase of 7,216 in the number of passes from Indigenous Vernacular schools. Some progress is reported from most districts except Moulmein, where the state of Primary education is not satisfactory and requires immediate attention. Indigenous schools other than Burmese show a slight improvement in the number of pupils, and in the results of their examinations.

Generally speaking, the rate of progress in the number of Primary schools and pupils is somewhat disappointing. In Upper Burma the opposition and indifference of the monks, and the difficulty of Lay-school masters gaining a livelihood, are obstacles which the Education Department has to contend with.

In the lower portion of the province the lack of progress seems to be due in great measure to the failure on the part of the district cess funds to pay in full the grants-in-aid which have been earned. Reductions of these grants are often unavoidable, but cannot but have a prejudicial effect on the expansion of Primary education. His Honour has under consideration the question whether the expenditure from district cess funds on secondary education should not be reduced, and whether in the case of the poorer funds some assistance should not be given from provincial revenues.

8. *Special instruction.*—One new Normal school for teachers was opened and the aggregate number of students increased by 44. The results of the Final Teachers' test show some slight improvement as compared with the previous year, but on the whole the report is not encouraging. The attendance at the Government school at Moulmein improved, but generally the attendance in the Anglo-Vernacular branch should be much greater than it is.

The number of pupil-teachers employed shows a slight increase. The number of passes obtained, however, decreased. The system is said to be popular and useful. Twenty Vernacular pupil-teachers, who have completed three years of work as pupil teachers and have passed the secondary grade test, are selected each year for a year's training at the Government Normal School at Moulmein. The course is said to be most successful, and is supplying the province with trained managers and itinerant teachers.

The American Baptist Mission Technical School at Toungoo shows little progress. Weaving and lace-making are taught in a few girls' schools, but the results attained are insignificant. There was an increase in attendance at Kindergarten and Slöjd classes. The work is said to be improving. The results of the Teachers' examination in drawing are satisfactory. Sanction was given to the re-opening of the Law Classes, which were closed in 1898. The attendance at the Engineering school continued to increase. At the final examination out of seven candidates six were successful.

At the Dufferin Hospital 15 pupils completed their course of training in sick nursing and midwifery and passed the required examinations.

9. *Female education.*—The attendance of female pupils shows an increase of 4,407. The number of girls who were successful in the various examinations, except those of the two lowest grades, was almost the same as in the previous year.

Female education is specially fostered in Burma by the payment of enhanced rates for girls under the grant-in-aid rules. It must, however, be admitted that female education in the province has made little progress during the past few years. It is to be hoped that the improvement shown in this year's figures will continue.

10. *Education of special classes.*—The number of schools attended by European pupils only remained the same as in the previous year, and there was almost no change in the attendance of pupils. The examination results show some improvement.

The state of Mahommedan and Tamil schools is not encouraging. The number of pupils at Chin and Kachin schools is very small, and does not appear to be increasing.

Karen schools show an increase of 38, and Karen pupils an increase of 888. Education is spreading among the non-Christian Karens. They have now 137 schools, with over 7,000 pupils. The examination results, however, show but a small percentage of passes in the various standards.

11. *General.*—The Text-Book Committee continued to do useful work in selecting and preparing good Vernacular text-books. Under the orders of the Government of India the Committee will in future concern itself with text-books generally, and not only those in the Vernacular.

Mr. Pope held charge of the office of Director of Public Instruction throughout the year, and administered the department with his usual efficiency.

By order of the Lieutenant-Governor of Burma,

W. F. RICE,
Offg. Secy. to the Government of Burma.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1899-1900.

INTRODUCTION.

AS will be seen from the various sections of this Report, the year has been one of progress, and one of steady, good work on the part of all who are entrusted with the work of education in the Province. It could hardly be otherwise. I cannot realize a state of affairs in which nothing had been done, and no progress had been made throughout a full year, even if *numerically* there seemed to be no advance.

The year one of good work and progress.

The Officers of the Department have worked with untiring earnestness, and they have seen that those under them have done their duty. District Officers, Municipalities, and Managers of Aided and of Indigenous schools have one and all worked heartily, and with a full sense of their responsibilities.

2. While every grade of education has received careful attention, the Primary, especially the Vernacular Primary, has claimed our special care this year as always. Everything has been done to ensure its being good and suited to the people, and to spread it throughout the Province. The agency we employ is Inspectors, Assistant Inspectors, Deputy Inspectors, Itinerant teachers, and Pupil teachers. It is to Itinerant teachers and their work that we specially look for the spread of primary education. If their work is well supervised by the Deputy Inspectors of Schools, a very important step in the work has been gained. But with all our organization there are serious difficulties that have to be realized and provided for.

Primary education, and the agency for spreading it.

In my recent Report on the questions raised by the Resolution of the Government of India on the last Quinquennial Report, I have gone fully into these. I shall here refer only to the most important of them. We base our vernacular work on the Monastic school, and do all we can, with all the patience and tact we can bring to bear on the question, to make the monks realize that the very small amount of secular education required cannot and does not interfere with their religious work; and that if they, as the leaders of the people in education, do not take up the work in earnest, it will drift away from their hands into those of secular managers, and there will be no pupils for them (the monks) left to whom religious instruction can be given. *The people will have education, and, if the monks will not supply it, the people will go to others who will.* While we find many monks fully realize the position and take up the work in real earnest, many hold back, partly from laziness, and very largely from ignorance which they are unwilling to have exposed. To protect themselves, they get up the cry that what we do in the way of secular education is against Buddhism. They know it is not, and, except

Difficulties to be provided for the monastic system.

in rare cases, they fail to command the sympathy and support of the laity in the cry they raise.

The following extract from the report of the Inspector of Schools, Central Circle, is interesting:— "The *pôngyi kyaung* still forms the only means of education in more than two-thirds of the villages of Burma. It is to be regretted, that it is apt to disappear for trifling reasons, such as the desire of the *pôngyi* to go somewhere else, and thus break up his school. There are many such cases. Then again, where a *pôngyi* is willing to teach, the religious prejudices of the villagers prevent him often from opening a school for secular education. If the *pôngyi* is influential, he can afford to disregard the opinion of the villagers. It often happens that the older *pôngyis* are jealous of the younger men, and start a crusade against them; sometimes the younger man is intimidated, and sometimes he carries on his work in spite of opposition. The constant visits of the Educational Officers are doing much to remove these difficulties."

Education to progress must be a means of livelihood.

Then again, if laymen are to share in the work of promoting education, they must feel that they make a livelihood out of it. *They must be sure that fees and grants will support them.* This is specially the difficulty we have to meet in the case of schools brought on to the *public* register from the *private*, and in new schools opened in villages that had none before. Extension of Primary education is largely a question of money, and of sufficient money to avoid *pro ratâ* reductions in the grants. I have referred to this later on, in Section V.

The Northern circle.

From both the causes referred to above, the difficulty of extending Primary education has been greater in Upper than in Lower Burma; but nevertheless considerable progress has been made.

Primary schools are classed as (*a*) *Public*, (*b*) *Probationary*, (*c*) *Private*.

Public are those fully qualified for registration and grants; *Probationary* are those that have been brought provisionally on to the register, with a hope that they will earn grants. A large number of the latter have rightly been removed by the Inspector of Schools, Northern Circle, and relegated to the private list as hopeless. They are all monastic, and have failed, in spite of every encouragement and a long period of probation, to qualify.

Co-operation of District Officers.

On the question of extending Primary education in Upper Burma, while giving full credit to the Inspector of Schools for the progress that has been made, I regret to have to draw attention to the fact, that he has often placed me in the very undesirable position of having to cancel circulars and orders of his that have been issued by him, without reference to me, and without my sanction. In matters of routine this does not matter, but in matters of policy it does. In the administration of his circle, he has shewn a tendency to forget that he has to work his circle as an Inspector of Schools, subject to the orders of the Director of Public Instruction, and to carry out the policy laid down by the Government. He has taken a wrong view of the orders which require District Officers to co-operate with the Department in matters of education, and had started, till I stopped it, a system of something very like compulsory education through the agency of District Officers. Thugyis have been busy collecting money to build school-houses; people have been warned to send their children to school; they have been told that they will get equipment grants, and have salaried teachers sent to them; and that they need not pay fees.

It is very undesirable that thugyis should be told off for such work; the people do not understand it. To go and tell the people that they need not pay fees, is to undermine the whole system for opening schools, and making them a source of income when the grants are added, to Managers who take them up. Moreover, these promises have been made without any thought as to whether the money was provided in the budget, the result being that in several cases the promises have not been carried out, and the villagers look upon it as a breach of faith. I have gone through many of the districts since, and done all I could to see the promises carried out, and to explain the position to the people, and allay their anxieties.

The extension of Primary education, and the co-operation of Educational and District Officers in work, is one that requires much patience and tact, and the absence of all appearance even of compulsion. Educational Officers of every grade have to get at the people by personal contact with them, by seeing them in their own villages, by summoning meetings of them, laying before them the advantages of education, and getting them to come forward of themselves.

Conferences.

3. This year, as before, Conferences have been held at various centres, at which Managers of Indigenous schools, Lay and Monastic, Itinerant and Pupil teachers have assembled. Some of the best papers read have been those of monks. Women teachers also have come forward and taken a prominent part in the work. As I have said before, I look upon these Conferences as a very valuable educational agency for raising the standard of work as to interest and thoroughness, and for spreading Primary education. In addition to these Vernacular Conferences, and quite separate from them, Conferences of Anglo-Vernacular Managers and Teachers have been held. Everything is being done to bring the officers of the Department in touch with the Aided schools, at other times than those of inspection and examination. Both Primary and Secondary education, Vernacular and Anglo-Vernacular, benefit by these Conferences. At one of the many Conferences, 158 Vernacular Managers and Teachers, of whom 15 were monks, assembled from two districts alone, showing that these Conferences are very popular.

Advance in Upper and Lower Secondary education.

4. The tables and remarks in Section IV show progress in this department, Vernacular and Anglo-Vernacular. In the former the progress is slow, and it is not desirable in any way to force it. It sometimes means an indifferent Middle school at the expense of what was a very good Primary school. The demand for Vernacular Lower Secondary education is not great; it leads to nothing very much, either in the way of appointment or of scholarship. In the latter there is a greater demand, and I venture to think that more might be done to increase it. The progress is very marked, and the Middle English Scholarship Examination, which is a fairly severe test for picking out those students who are likely to do justice to their scholarships in the High department, shows a considerable advance in the qualifications of the candidates who compete.

It is a record for the Province, that the 20 Junior University scholarships have been awarded to 20 students who passed the Entrance Examination in the first division. I need make no further reference to the VIII and IX Standard Vernacular Examinations than is to be found in Section IV.

Reason of this advance.

I attribute this steady advance in Secondary education, Lower and Upper, to the good grounding given, to the strictness of the examinations, and to the very full and careful supervision by the Inspectors of Schools, and to the hearty co-operation of the Managers with the Department. It is well known that, with the exception of the first three standards, which are examined by the Managers themselves, all the rest are, for the benefit of schools, scholars and Managers, examined by the Department. *This outside test, whatever may be said, is invaluable.* I need not here repeat all the arguments I have put forward in its favour on other occasions. The Managers themselves, who are freely consulted before the final lists are issued, acknowledge the advantages of the system that prevails in the Province. I hope that nothing—no sentimental hue and cry—will ever intervene to alter it. As the late Director of Public Instruction of Madras, an officer of wide experience and marked ability, said, "the war cry is now and again raised against one and all of these examinations" (he referred to the Primary and Lower Secondary). We have, if I may presume to say so, a better system; we examine *in situ* all standards from IV—VII inclusive, and by doing so, we prevent the "indiscriminate promotions and indifferent teaching" which Dr. Duncan pointed out as being "the principal causes of deterioration in Secondary education."

Weak points and their remedy.

Our Middle and High schools nevertheless are not nearly what they might be, either in point of attendance or efficiency. There is a very large leakage when pupils pass from the Primary to the Middle, and from the Middle to the High stage. There seems

to be no inducement for them to go on, and it is hard to say what is to be done to remedy this. But when we deal with efficiency, it is merely a question of (*a*) having trained teachers, (*b*) paying them well, and (*c*) making it worth their while to stay. Secondary education is carried on in Municipal and in Aided schools. If Municipalities do not pay well, they cannot expect their Middle and High schools to be in any way efficient.

For Aided schools the Grant-in-aid Rules provide half salaries from Provincial Funds for every fully certificated teacher employed. The maximum is now Rs. 50. I think it may be well raised to Rs. 100, and the scale of payment for Primary, Middle, and High departments be drawn up, with a minimum which for a certificated teacher should not be less than Rs. 20, so as to enable a teacher to begin on Rs. 40.

Pay, prospects, and pension wanted for teachers.

But apart from salary, what is wanted, if good men are to be attracted to teaching and to continue in it, is better pay, fixity of tenure, prospects, and a pension. This question has arisen in England, *and it will have to be taken up out here.* We cannot expect men and women to enter a line of work and to continue in it, out of which they may be moved by the caprice of an employer; in which they not only have no prospects, but often suffer losses and deductions; and finally which holds out to them nothing to retire on, when they are old and worn out and no longer fit for service. They should all be required to keep service-books, and to feel that good service will be recognized and rewarded. They will naturally go where one and all of the above advantages are to be had; with the result that education is left to be carried on, as best it can, by inferior and everchanging agency. Municipalities and Aided schools will have to offer better terms, prospects, and security of tenure and of pay, and *some retiring scheme for both should be taken up and worked out before long.* It will lead to our getting a more efficient, contented, and loyal set of teachers. It is a farce to go on urging upon teachers the high nature of their calling, and the need for the highest qualifications, if the pay and prospects remain alike worthless and unattractive.

5. What is done in this direction is stated fully in the body of this Report.

Technical, Industrial, and Arts education.

It is a popular cry that technical education should be more largely introduced, and this form of education is spoken of as the great means of reforming the country. The question is a very difficult one, and it means an extensive and expensive scheme of work. From a *school* point of view (and this is all we can undertake), we give (and I wish we gave much more) education in this direction. We have pupils studying medicine in India; we have a good Engineering school; lads are apprenticed each year to the Railway and other workshops; Survey schools, a Forest school, and a Veterinary school are carrying on the work; and in Slöjd, Kindergarten, Drawing, Weaving, Needle-work, Cutting-out and Dress-making, Domestic Economy, Cookery, and Lace-making we have a good deal of industrial training in the Province. I should like to see schools opened for Commercial Arithmetic and Correspondence, Book-keeping, Short-hand and Type-writing. Spasmodic efforts have been made to have classes in these subjects, but they have come to nothing. I wonder that some of the larger schools do not open such classes. The Code provides for instruction and grants, in a large number of technical and industrial subjects, but *it is merely a question with Managers as to* (a) *what the adoption of these subjects will lead to*, and (b), *whether it will pay.* We have had technical and industrial schools working, and they have closed, simply because the work led to nothing and did not pay.

Bifurcation of studies.

Tied down as we are to the Calcutta University, which provides no encouragement for technical and industrial work, and has no Vernacular side at all, we are hampered in this province in two very vital and important parts of our educational work. It is no use for the Education Commission to recommend a bifurcation of studies after a certain stage, that shall lead the pupils from the purely *Literary* to the *Technical* side, when we have nothing to which it leads. Our own Code, ten

years ago, made provision to meet the orders of the Government of India on this subject, but the scheme has fallen flat, because of our connection with a University, which in this and other matters is not suited to the Province, or in touch with it.

A Technical college.

If technical and industrial work are to be taken up in earnest, we must have a Technical college, the working of which will need the most careful guidance of experts and the spending of much money, unless some one with wealth and a keen desire to promote this branch of education comes forward with a liberal endowment. Even then, it will be absolutely necessary to make the pupils who attend feel that there are openings for them for earning a livelihood, and for gaining the titles and distinctions that the literary course now offers. Technical and industrial education need much care, caution, and expenditure. "Artificial stimulation," as Dr. Duncan has put it, "resulting in premature growth, will be certain to end in failure;" and, I add, in waste of money.

European education.

6. I think the time has come to consider the question of having a special European Code for the Province as Bengal has. Managers in charge of schools in which Europeans are taught, are asking for important modifications in the existing standards of instruction. This will have to be very carefully considered, and will be brought up at the Quinquennial Conference to be held in November next.

There must be no lowering of the standard, and the introduction of a special Code must not be made the opportunity for getting rid of the second language question. There is no doubt that for the children domiciled in Burma, Burmese is the language essential for boys. Girls have the option of taking needle-work, hygiene, and domestic economy instead of a second language; for those who do not take this option, Burmese is the most useful language. It is painful to see schools keeping up classes in French and Latin at a cost they cannot afford, and for sentimental reasons that lead to no practical use in life.

Normal schools.

Our great difficulty is in filling the Anglo-Vernacular branch of the Government Normal School at Moulmein. There are many reasons at work to make this branch not so popular as the Vernacular one, which, if anything, is overcrowded. But I cannot help feeling that if the Principal and his staff did more to keep themselves in touch with the Municipal schools, and with the Aided Anglo-Vernacular schools of Moulmein Town itself, to go no further, this branch of the school would be fuller and more successful. There is a little apathy shown in this matter by the staff of the Anglo-Vernacular Department, and by the head masters of the Municipal Schools.

More Normal schools needed.

7. The time has come to open a Primary Vernacular Normal school in Toungoo, and in Bassein for Karen men and women teachers, and a combined Anglo-Vernacular and Vernacular one in Mandalay for Upper Burma.

Toungoo is a large Karen centre, and for the village schools under the S. P. G., A. B. M., and R. C. M. teachers are wanted. It would be a waste of money to have three Aided schools in the town, while all three Missions are prepared to send their pupils for instruction to a Government school, if opened.

The school in Bassein will be an aided one, under the R. C. M.

So with Mandalay. Trained teachers are wanted for Upper Burma; one Government school would be the cheapest, and all denominations are prepared to send their pupils to it.

In view of the recent expression of opinion by the Government of India on the question of Normal schools, based on the Report of the Education Commission, I think it desirable to open these schools.

Examinations of pupils of Normal schools.

The examination of pupils in Normal schools, and that of pupil-teachers, differ so largely from that required of outside candidates, and so many important details bearing on the fitness of the pupils for work have to be carefully attended to, that the time has come to separate these examinations. Normal studentst

and pupil-teachers should be examined by themselves; their certificates are more valuable, and their test should be more thorough and searching than it is under the present system. This examination should be made a purely Departmental one, conducted by the Director of Public Instruction and the Inspector of Normal Schools. The 1st and 2nd years examinations are so conducted, and the 3rd or final year should now be added.

Teachers' Institutes.

8. The Rangoon Association is now in the 9th year of its existence, and is doing good and useful work. Its library, which is supplied very liberally by the publishers, forms a very important part of its constitution. The library and the reading-room are used largely by the teachers; and the new catalogues, apparatus, diagrams, maps, &c., supplied give Managers many a hint they would otherwise be without. The Institute forms a good gathering ground for Managers and teachers. All the classes in connection with the Institute have been kept up, except those for Commercial education, for which there seemed to be little demand among teachers. Mr. Sheriff, Mr. Lee, Mr. Ziegler, and S. Job gave their services, and taught classes. More volunteers are needed for this useful part of the Association's work. Six lectures were given during the year: those on "Technical Education" by Mr. Mitchell; "Stimulus" by Mr. Best; "The value of an ideal" by Rev. A. Moir, being highly appreciated. The other three lectures were on purely educational subjects.

Mandalay has formed an Association and opened an Institute which bid fair to be very useful.

The *Moulmein* Association, which ought to be one of the best in the Province, languishes. It needs more energetic management than it has. It is capable of doing much good.

There are several smaller Associations which do good work in a small way, all tending to the better understanding of educational work.

The "Conferences" and "Teachers' Associations," all of which have come into existence during the last ten years, I regard as the most useful agencies we have for bringing teachers together, for making them understand and appreciate their duties better, and for spreading and advancing education.

Finances and cost.

9. The steady rise each year in the income from fees is a satisfactory feature of our work. The Inter-School rules, and the rules for calculating the grant to a school, have had a marvellous effect in improving the discipline and income of schools. Fees are now collected that had formerly to be written off as bad debts.

I wish here to point out strongly one or two matters that need the attention of Managers:—

Inter-School Rules and arrears of fees.

(*a*) *The Inter-School Rules do not allow of arrears being made a ground of refusal to grant acquittance certificates.* The grant-in-aid Rules, Chapter IV, paragraph 3 (*10*) of the Code forbid outstandings, and Chapter VII shows how they are to be avoided. I have had cases in which Managers have allowed arrears and then declined to grant an acquittance certificate, and I have decided every case against the Manager. The Inter-School Rules are for the maintenance of discipline, and must not be made a means of tyrannizing over pupils. I must in fairness add, that in this Province Managers have worked these rules justly, and that the complaints are *very* few indeed.

Need for reduction in number of free pupils in English schools.

(*b*) *Managers are admitting to many free boys into the English schools, and giving an English education free to a large number, to whom it will be not only of no use, but a distinct injury.* Some Vernacular schools, especially for people like Chins, are turned into Anglo-Vernacular ones; they neither pay nor benefit the people.

Chapter IV, paragraph 3 (10) of the Code.

I strongly urge that the number of free pupils, *strictly exclusive of orphans*, allowed in Chapter IV, paragraph 3 (10) of the Code be reduced from 25 to 10 per cent. This large admission of free pupils to English schools is neither good for the Province nor profitable to the schools.

It does not seem to be known to Managers or the public generally, that the Results-grants system has long been abolished in the Province. The method of calculating the grants is now to give to a school the difference between its income and expenditure (both of which are regulated by certain strict rules), with the proviso that "in no case shall the total of all grants to a school exceed in amount the sum contributed from private sources towards the direct expenditure of the school in the previous year." The result is that, in calculating the income from fees, we do not take the amount actually collected, but what *ought to have been* collected, according to the rate of fee for each standard as laid down in the Code. It will be seen that it does not pay a school to go in for remissions. Apart from this, the people should be taught that, if they want English education, they must pay for it, and that in the matter of education generally they have certain definite financial responsibilities which must be met.

Method of calculating grants. Abolition of results-grants system.

The tables attached to this report show what the total cost of education is under all heads and from all sources. When it is considered, that a large portion goes to an expensive College and the support of the Educational Syndicate, what is left for Direction, Inspection, High, Middle, and Primary Education, Vernacular and Anglo-Vernacular, buildings, equipment, and Scholarships is by no means large for a Province, where Government has withdrawn in favour of private effort—Municipal and Aided.

Cost of education to the Province.

A comparison between the work, responsibilities, results, and expenditure of this Province and of the Punjab would be interesting and instructive.

10. These are schools started as a rule by men dismissed from Government or private service. They get together a little money and open a school in which no fees are charged. These schools not only give no education worth the name, but they inflict serious injury for the time they last on schools in the same town or village, which have been doing good work and been supporting themselves on the fees and the grants they get. These schools are found in Vernacular and Anglo-Vernacular education. I need not say they receive no encouragement or recognition from the Department. We regard the men who open them as unfit teachers of youth, and the methods they adopt as subversive of good order, of discipline, and of sound education.

Private schools.

11. I have referred to this in the body of the Report. It only remains for me to add that in all schools games are popular. The success of our schools in football, in cricket, and in sports is well known. Schools have not their own sports and games, but compete with other schools and against the large clubs. There is great keenness for games and sports, and it is a very healthy sign.

Physical education.

12. This Province stands high in these respects. Not only does the Code lay down explicit rules on this subject, but the Department sees that they are enforced. It is only needed, that parents and guardians should exercise better supervision and control over their sons, *at home* and *out of school*. I am afraid that they do not do their duty fully in this respect, and that thereby a great deal of the good teaching boys get in schools and colleges is counteracted. Burmese society must take this matter up, and bring strong public opinion to bear on it: the remedy lies with them. It is a serious responsibility that they should realize to the utmost. Our Managers and teachers do their best: they realize their responsibility in the matter, and show no indifference or defiance of rules. Our boarding establishments, which are numerous, in Government, Municipal, and Aided schools, have a very wholesome effect on the training, manners, and character of the pupils.

Discipline and moral training.

13. So far as moral training can be given through books, we do the best we can. Our text-books are, from a moral, social, and political point of view, sound and good. But we must look to the character of our teachers: let them be well-trained, morally and intellectually, make them contented, give them pros-

Moral text-books *versus* good, contented teachers.

pects, and a provision for old age, and with ordinary supervision they will do more for the coming generation than all the moral text-books ever published or to be published.

Recommendations of the Education Commission.

14. I have already referred to these in a special report that was called for on this and other matters connected with the education of the Province. This year, as all through, the recommendation of the Education Commission have been borne in mind. To recapitulate all the ways in which this has been done would take up much space, and be of little practical value. Had we not followed them, Managers who are familier with them, would long ago have called attention to the fact to me, as Director of Public Instruction, or have brought it to notice at the Quinquennial Conferences.

That our Aided schools and our Vernacular schools are working successfully, and at peace and harmony with the Department, is the surest proof that what the Government ordered in its Resolution on the Education Commission has been faithfully and fully followed.

Missions and education.

15. The debt the Province owes to Missions in the matter of education needs no mention from me; it is well known. But I feel bound to point out certain matters that need attention:—

(*a*) There is too great a desire to give English education where Vernacular is far better for the people, and to change good Vernacular into poor Anglo-Vernacular ones. I have later on called attention to what is done in the Chin and Tamil schools.

(*b*) Mission and private Anglo-Vernacular schools *are now practically paid for from fees and Government grants, the Mission contribution being* nil, *or very small.* The Government, in addition, pays, towards boarding, and all technical subjects. I think the Government has a right to call for much better results, and for larger contribution from private sources.

(*c*) There is a peculiar method adopted in some places, of adding to the number of Vernacular Mission schools, by taking over indigenous schools with their fees and grants, and subsidizing the teachers by giving them a monthly salary.

(*d*) There is a failure, with some praiseworthy exceptions, to insist upon teachers in Anglo-Vernacular schools qualifying themselves for their work under the rules for Teachers' certificates, and the employment of teachers of very low qualifications, Standards IV and V being often thought sufficient. The remedy lies with the Managers themselves, and it is quite time they began to apply it.

SECTION I.

GENERAL AND STATISTICAL SUMMARY.

The following are the statistics for Educational institutions in the Province:—

Class of Institution.	1898-99.		1899-1900.		Average number of pupils.	Remarks.
	Institutions.	Pupils.	Institutions.	Pupils.		
A.—*Public Institutions.*						
Colleges { Arts ...	2	113	2	115	57	
Colleges { Professional ...	...	...	...	...	...	
Secondary schools for { Boys ...	264	22,731	286	24,651	86	
Secondary schools for { Girls ...	33	2,767	36	2,750	76	
Primary schools for { Boys ...	4,112	109,513	3,881	113,616	29	
Primary schools for { Girls ...	231	6,768	229	7,855	34	
Special schools	44	1,114	48	1,483	31	
Total Public Institutions ...	4,686	143,006	4,482	150,470	34	
B.—*Private Institutions.*						
Advanced teaching	...	...	...	...	...	
Elementary for { Boys ...	11,320	121,884	12,213	131,573	11	
Elementary for { Girls ...	59	993	60	895	15	
Other schools not conforming to departmental standards for religious instruction only.	266	4,374	295	5,049	17	
Total Private Institutions ...	11,645	127,251	12,568	137,517	11	
GRAND TOTAL ...	16,331	270,257	17,050	287,987	17	

2. The following table shows the classification of schools according to University, High, Middle, Primary, and Female education during the past two years:—

Class of Institution.	1898-99.		1899-1900.		Average number of pupils.	Remarks.
	Institutions.	Pupils.	Institutions.	Pupils.		
A.—*Public Institutions.*						
University colleges	2	113	2	115	57	
High English schools	15	4,662	17	5,093	300	
Middle English schools	58	5,850	55	5,798	105	
Middle Vernacular schools ...	191	12,219	214	13,760	64	
Primary schools	4,112	109,513	3,881	113,616	29	
Special schools	44	1,114	48	1,483	31	
Female schools	264	9,535	265	10,605	40	
Total Public Institutions ...	4,686	143,006	4,482	150,470	34	
B.—*Private Institutions.*						
Advanced teaching	...	...	...	...	...	
Pali	...	...	...	...	...	
Sanskrit	...	...	...	...	...	
Elementary, teaching a Vernacular only or mainly.	11,379	122,877	12,273	132,468	11	
Other schools not conforming to departmental standards for religious instruction only.	266	4,374	295	5,049	17	
Total Private Institutions ...	11,645	127,251	12,568	137,517	11	
GRAND TOTAL ...	16,331	270,257	17,050	287,987	17	

Details of the above tables.

3. The number of colleges remains the same, namely, two,—the Rangoon College, which is a first grade one, and the Baptist College, which is second grade. The attendance has increased by two. Details will be found in Section III.

High schools have increased by two and the attendance by 431.

Middle English schools have decreased by three and the attendance by 52; this is due to the raising of some Middle schools to the High grade, and the abolition of two Municipal schools,—those at Ramree and Ngathainggyaung, where a Middle school has for a long time been a failure. Full details will be found in Section IV.

Middle Vernacular schools have increased by 23 and the attendance by 1,541,—a very satisfactory improvement in Lower Secondary Vernacular education.

Primary Schools, Venacular and Anglo-Vernacular, show a decrease of 231, but an increase in attendance of 4,103. The explanation of this will be found in Section V.

Special schools have increased by four and the attendance by 369.

Private schools show an increase in numbers and attendance of 923 and 10,266 respectively. The Introduction to this Report and Section V give details of Primary education, public and private.

Explanation of the map.

4. The following table shows for each Division of Burma the total number of scholars, male or female, in 1899-1900, and the percentage of scholars, to total population of school-going age, taking the latter at 15 per cent. of the entire population according to the Census of 1891.

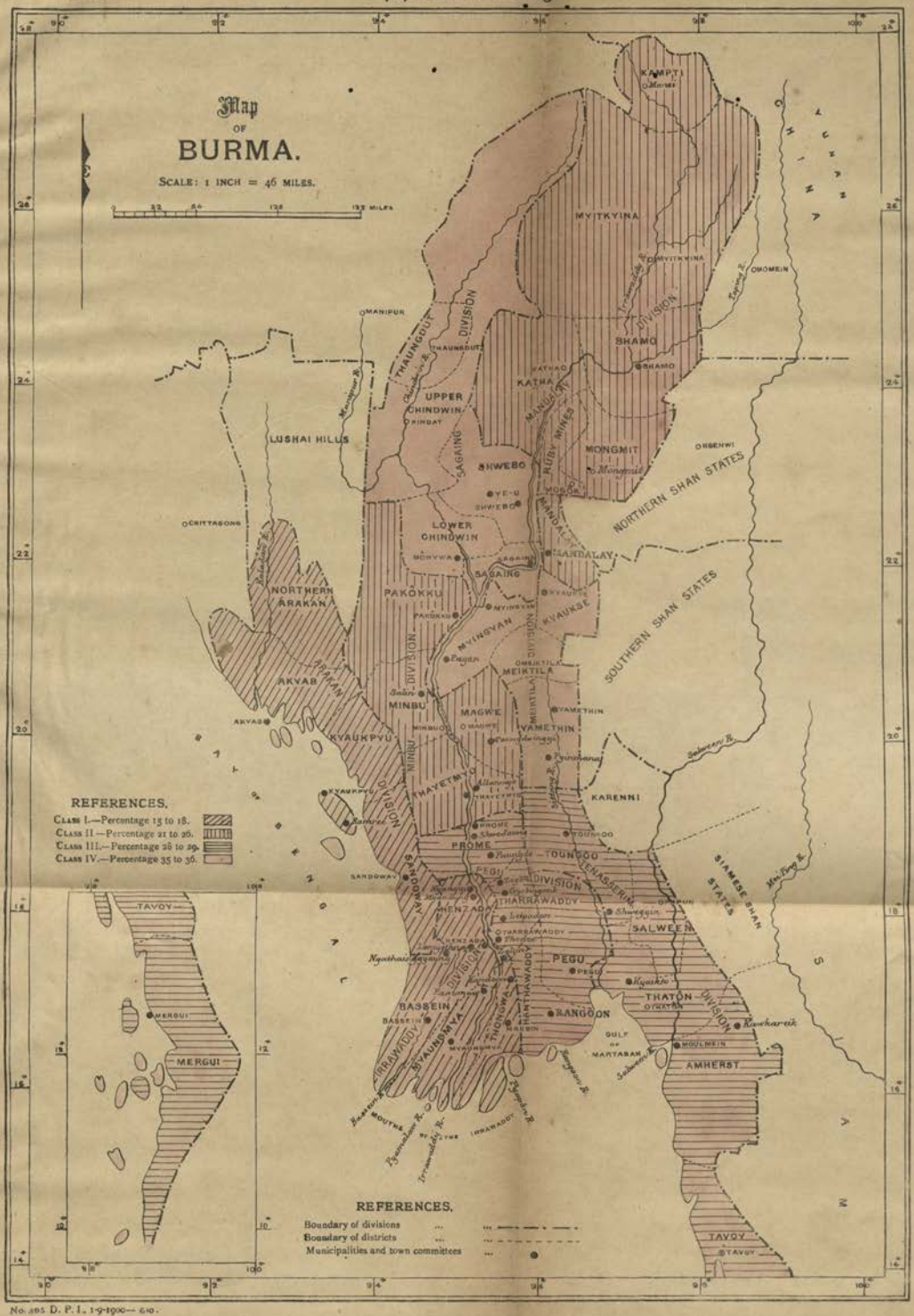
Division.	Population.	1899-1900.		Remarks.
		Scholars.	Percentage of total scholars to total population of school-going age.	
Arakan	671,899	15,849	15·7	
Pegu	1,456,489	62,414	28·6	
Irrawaddy	1,552,166	41,781	17·9	
Tenasserim	978,073	41,865	28·5	
Mandalay	649,035	24,913	25·6	
Sagaing	670,794	29,142	29·0	
Minbu	1,098,829	36,261	22·0	
Meiktila	550,283	35,762	43·3	

5. In the following table the Divisions are arranged in the order of the proportion of the total scholars on 31st March last to the population of school age, taking the latter at 15 per cent. of the entire population according to the Census of 1891:—

Division.	Population.	Scholars in						Proportion of scholars to population in					
		1898-99.			1899-1900			1898-99.			1899-1900.		
		Public institutions.	Private institutions.	Total.	Public institutions.	Private institutions.	Total.	Public institutions.	Private institutions.	Total.	Public institutions.	Private institutions.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								one in	one in	one in	one in	one in	one in
Meiktila	550,283	16,806	16,150	32,956	16,723	19,039	35,762	5	5	3	5	4	2
Pegu	1,456,489	38,295	18,715	57,010	41,850	20,564	62,414	6	12	4	5	11	4
Tenasserim	978,073	21,587	16,331	37,918	25,467	16,398	41,865	7	8	4	6	9	4
Irrawaddy	1,552,166	26,100	13,557	39,657	28,094	13,687	41,781	9	17	6	8	17	6
Mandalay	649,035	10,406	12,604	23,010	9,459	15,454	24,913	9	8	4	10	6	4
Minbu	1,098,829	15,881	18,480	34,361	14,052	22,209	36,261	10	9	5	12	7	5
Arakan	671,899	7,221	7,584	14,805	8,148	7,701	15,849	14	13	7	12	13	6
Sagaing	670,794	6,710	23,830	30,540	6,677	22,465	29,142	15	4	3	15	4	3
Total ...	7,627,568	143,006	127,251	270,257	150,470	137,517	287,987	8	9	4	8	8	4

BURMA.—Showing the percentage of scholars to the population of school age.

Section I. 1900.



No. 205 D. P. I.—19-1900—610.

6. The following table shows the classification of schools according to their management:—

Class of Institution.	1898-99.		1899-1900.		Remarks.
	Schools.	Pupils.	Schools	Pupils.	
A.—*Under public management.*					
Maintained by the Department ...	47	2,196	51	2,484	
Maintained by Municipal Boards ...	19	2,619	19	2,662	
B.—*Under private management.*					
Aided by the Grant-in-aid rules ...	92	10,016	93	10,654	
Aided under Indigenous school rules ...	2,819	94,001	3,115	108,273	
Unaided	1,709	34,174	1,204	26,397	
Total ...	4,686	143,006	4,482	150,470	
Private Institutions	11,645	127,251	12,568	137,517	
GRAND TOTAL ...	16,331	270,257	17,050	287,987	

7. The following statement gives the classification of pupils in schools for general instruction according to the various stages they are in :—

Standard of education.	Number of schools	Number of pupils.	High stage.			Middle stage.			Upper Primary stage.			Lower Primary stage.						Total.		
												Reading books.			*Not reading books.*					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1898-99.																				
High English ..	21	5,670	414	58	472	1,653	262	1,915	1,471	279	1,750*	1,288	245	1,533	...	...	...	4,826	844	5,670
Middle English ...	65	6,339	...	...	...	1,409	156	1,565	2,023	255	2,278	2,159	337	2,496	...	...	...	5,591	748	6,339
Middle Vernacular ...	211	13,489	...	...	...	908	168	1,076	2,382	551	2,933	6,772	2,708	9,480	...	...	...	10,062	3,427	13,489
Primary ...	4,343	116,281	...	...	...	...	...	...	6,298	1,384	7,682	89,401	19,198	108,599	..	...	...	95,699	20,582	116,281
Total ...	4,640	141,779	414	58	472	3,970	586	4,556	12,174	2,469	14,643	99,620	22,488	122,108	...	...	...	116,178	25,601	141,779
1899-1900.																				
High English ...	23	6,009	422	59	481	1,632	245	1,877	1,637	287	1,924	1,477	250	1,727	...	...	...	5,168	841	6,009
Middle English ...	64	6,354	...	...	...	1,385	141	1,526	1,919	258	2,177	2,220	431	2,651	...	...	...	5,524	830	6,354
Middle Vernacular ...	235	15,038	...	...	...	1,017	191	1,208	2,675	503	3,178	7,778	2,874	10,652	...	...	...	11,470	3,568	15,038
Primary ...	4,110	121,471	...	...	...	...	...	...	7,068	1,514	8,582	90,346	22,543	112,889	...	...	...	97,414	24,057	121,471
Total ...	4,432	148,872	422	59	481	4,034	577	4,611	13,299	2,562	15,861	101,821	26,098	127,919	...	...	...	119,576	29,296	148,872

8. The following statement summarizes the foregoing figures, and gives those of the previous year for comparison, the numbers being taken on the 31st March :—

Stage.	Number of pupils.		Increase.	Decrease.
	1898-99.	1899-1900.		
High	472	481	9	...
Middle	4,556	4,611	55	...
Upper Primary	14,643	15,861	1,218	...
Lower Primary	122,108	127,919	5,811	...
Total ...	141,779	148,872	7,093	...

9. *Table showing the number of pupils in all classes of institutions, Aided and Unaided, for each district in the Province.*

Division.	District.	In public institutions.										In private institutions.						Grand total.	
		Colleges.		Secondary schools.		Primary schools.		Special schools.		Total.		Advanced.		Elementary.		Total.			
		1898-99.	1899-1900.	1898-99.	1899-1900.	1898-99.	1899-1900.	1898-99.	1899-1900.	1898-99.	1899-1900.	1898-99.	1899-1900.	1898-99.	1899-1900.	1898-99.	1899-1900.	1898-1899.	1899-1900.
Arakan...	Akyab	...	...	693	692	4,324	4,915	28	53	5,045	5,660	...	...	5,960	6,163	5,960	6,163	11,005	11,823
	Kyaukpyu	...	...	219	128	1,041	1,139	24	25	1,284	1,292	...	...	1,234	1,047	1,234	1,047	2,518	2,339
	Sandoway	...	...	379	426	513	770	...	...	892	1,196	...	...	351	475	351	475	1,243	1,671
	Arakan Hill Tracts ...	...	...	...	...	...	...	...	...	...	...	...	...	39	16	39	16	39	16
Pegu ...	Rangoon	113	115	4,462	4,563	4,806	5,146	351	440	9,732	10,264	...	...	2,282	2,215	2,282	2,215	12,014	12,479
	Hanthawaddy	...	...	611	621	11,263	12,533	72	183	11,946	13,337	...	...	4,139	3,898	4,139	3,898	16,085	17,235
	Pegu	...	...	1,104	1,436	6,566	7,196	17	25	7,687	8,657	...	...	3,960	6,269	3,960	6,269	11,647	14,926
	Tharrawaddy	...	...	1,170	1,285	3,803	4,210	16	47	4,989	5,542	...	...	2,264	2,532	2,264	2,532	7,253	8,074
	Prome	...	...	1,121	1,447	2,810	2,586	10	17	3,941	4,050	...	...	6,070	5,650	6,070	5,650	10,011	9,700
Irra-waddy.	Bassein	...	...	1,569	1,561	4,394	5,682	30	38	5,993	7,281	...	...	2,405	2,212	2,405	2,212	8,398	9,493
	Thôngwa	...	...	1,146	1,237	7,071	8,152	23	29	8,240	9,418	...	...	3,638	3,751	3,638	3,751	11,878	13,169
	Henzada	...	...	1,318	1,180	4,907	6,036	13	16	6,238	7,232	...	...	6,070	4,794	6,070	4,794	12,308	12,026
	Myaungmya	...	...	667	400	4,941	3,748	21	15	5,629	4,163	...	...	1,444	2,930	1,444	2,930	7,073	7,093
Tenas-serim.	Moulmein	...	...	2,102	2,095	1,255	1,661	168	176	3,525	3,932	...	...	1,085	831	1,085	831	4,610	4,763
	Amherst	...	...	431	753	3,608	3,986	...	...	4,039	4,739	...	...	3,678	3,588	3,678	3,588	7,717	8,327
	Thatón	...	...	195	551	4,636	5,921	...	...	4,831	6,472	...	...	5,224	4,902	5,224	4,902	10,055	11,374
	Tavoy	...	...	453	511	1,271	1,619	...	...	1,724	2,130	...	...	2,246	3,189	2,246	3,189	3,970	5,319
	Mergui	...	...	566	479	755	851	19	15	1,340	1,345	...	...	464	573	464	573	1,804	1,918
	Toungoo	...	...	1,534	1,560	4,536	5,213	58	76	6,128	6,849	...	...	3,634	3,315	3,634	3,315	9,762	10,164
	Salween	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Manda-lay.	Mandalay Town ...	...	...	1,720	1,709	5,077	3,695	94	136	6,891	5,541	...	...	2,499	3,605	2,499	3,605	9,390	9,146
	Mandalay district ...	...	...	204	147	1,460	1,554	...	...	1,664	1,701	...	...	5,494	6,010	5,494	6,010	7,158	7,711
	Bhamo	...	...	154	170	355	533	12	4	521	707	...	...	796	1,236	796	1,236	1,317	1,943
	Katha	...	...	60	...	646	851	...	...	706	851	...	...	2,772	3,281	2,772	3,281	3,478	4,132
	Myitkyina	...	...	...	...	279	358	...	...	279	358	...	...	527	567	527	567	806	925
	Ruby Mines	...	...	...	...	345	301	...	...	345	301	...	...	516	755	516	755	861	1,056
Sagaing	Shwebo	...	...	172	234	1,643	1,275	21	27	1,836	1,536	...	...	4,950	4,424	4,950	4,424	6,786	5,960
	Sagaing	...	...	423	687	1,941	1,830	22	28	2,386	2,545	...	...	9,950	9,207	9,950	9,207	12,336	11,752
	Lower Chindwin ...	...	...	160	116	2,101	2,121	...	...	2,261	2,237	...	...	6,975	6,700	6,975	6,700	9,236	8,937
	Upper Chiddwin ...	...	...	13	...	214	359	...	...	227	359	...	...	1,955	2,134	1,955	2,134	2,182	2,493
Meiktila	Kyaukse	...	...	268	193	574	907	18	18	890	1,118	...	...	2,112	2,204	2,112	2,204	3,002	3,322
	Meiktila	...	...	529	370	1,091	1,971	41	47	1,661	2,388	...	...	3,725	4,006	3,725	4,006	5,386	6,394
	Myingyan	...	...	305	702	4,855	2,091	...	...	5,160	2,793	...	...	8,538	10,655	8,538	10,655	13,698	13,448
	Yamethin	...	...	409	485	8,663	9,921	23	18	9,095	10,424	...	...	1,775	2,174	1,775	2,174	10,870	12,598
Minbu ...	Minbu	...	...	337	239	3,539	3,704	33	50	3,909	3,993	...	...	4,184	3,723	4,184	3,723	8,093	7,716
	Magwe	...	...	105	133	3,375	3,416	...	...	3,480	3,549	...	...	5,050	5,877	5,050	5,877	8,530	9,426
	Pakôkku	...	...	252	689	4,823	2,321	...	...	5,075	3,010	...	...	6,298	9,565	6,298	9,565	11,373	12,575
	Thayetmyo	...	...	617	602	2,800	2,898	...	...	3,417	3,500	...	...	2,948	3,044	2,948	3,044	6,365	6,544
	Total ...	113	115	25,498	27,401	116,280	121,471	1,114	1,483	143,006	150,470	...	...	127,251	137,517	127,251	137,517	270,257	287,987

10. The following table shows the attendance of boys and girls under instruction in the Lower Primary, Upper Primary, Middle, High, and Collegiate Departments, with percentages :—

Stage of instruction.	Male.		Female.	
	1898-99.	1899-1900.	1898-99.	1899-1900.
Collegiate	109	112	4	3
High	414	422	58	59
Middle	3,970	4,034	586	577
Upper Primary	12,174	13,299	2,469	2,562
Lower Primary	99,620	101,821	22,488	26,098
Total ...	116,287	119,688	25,605	29,299
	Percentage for males.		Percentage for females.	
	1898-99.	1899-1900.	1898-99.	1899-1900.
Collegiate	·09	·09	·02	·01
High	·36	·35	·23	·20
Middle	3·41	3·37	2·29	1·97
Upper Primary	10·47	11·11	9·64	8·74
Lower Primary	85·67	85·07	87·82	89·07
Total ...	100	100	100	100

11. The following is a comparative table of the expenditure of the last two years :—

Heads of Expenditure.	1898-99.		1899-1900.	
	Net Government expenditure	Total expenditure.	Net Government expenditure.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	...	...	...	...
Collegiate	50,056	71,531	49,842	71,487
Secondary	2,39,295	5,42,415	2,70,243	5,73,065
Primary	2,15,287	2,38,487	2,35,873	2,63,872
Female	75,036	1,57,132	82,016	1,60,304
Special	67,885	77,156	77,019	94,552
Scholarships	27,041	27,041	29,122	29,122
Buildings	58,108	93,008	1,14,736	1,75,536
Furniture and apparatus	1,900	5,600	3,725	11,175
Miscellaneous	47,614	55,605	25,033	32,593
Superintendence	1,86,458	1,86,458	1,96,242	1,96,242
Total ...	9,68,680	14,54,433	10,83,851	16,07,948

Details of the above tables.

12. There is a total increase of Rs. 1,15,171 under net Government expenditure, as shown in the following details :—

(*a*) *Collegiate* show a small decrease of Rs. 214, which calls for no special remarks.

(*b*) *Secondary.*—Under this head there is an increase of Rs. 30,948, chiefly due to increased earnings in grants. The increase is specially marked in *Vernacular* schools, and is a very healthy sign of progress. The actual sum earned by them during the year was Rs. 72,723 against Rs. 49,868 the year before. The *Anglo-Vernacular* schools also show an increase, but it is slight. It must be borne in mind that, while Vernacular schools are paid by results, this system of payment has long been abolished in the Province for Anglo-Vernacular schools. Reference is made to this in the *Introduction.* This matter is important because,

if judged only by the sums paid, it would seem as if Vernacular schools had progressed very much, while the Anglo-Vernacular had not.

The total sums of Rs. 2,70,243 paid to Vernacular and Anglo-Vernacular schools came from the following sources:—

	Rs.
Provincial funds	1,27,418
Local funds	37,261
Municipal funds	1,05,564

(*c*) *Primary.*—The increase of Rs. 20,586 under this head is due largely to increased grants.

The total expenditure of Rs. 2,35,873 was distributed as follows:—

	Rs.
Provincial funds	75,074
Local funds	1,35,423
Municipal funds	25,376

(*d*) *Female.*—The increase of Rs. 6,980 under this head is accounted for by increased grants earned, and by additional expenditure on Normal and Kindergarten schools.

(*e*) *Special.*—Under this head is an increase of Rs. 9,134, accounted for as follows:—

	Rs.
Normal schools for masters	4,973
Industrial classes	6,648

both of which show increases, and—

Engineering and Survey schools	2,359
Kindergarten schools for boys	128

both of which show decreases.

(*f*) *Scholarships.*—The increase of Rs. 2,081 under this head is due entirely to the raising of the number of Junior University scholarships from 11 to 20.

(*g*) *Buildings* show an increase of Rs. 56,628, made up of *building grants* made by the Department, and of expenditure incurred for the following, by the Public Works Department:—

	Rs.
Purchase of the Engineering school-building at Insein	25,817
New school buildings at Taunggyi	17,808
Original works, Rangoon College	20,039

The following *Building grants* were made by the Department:—

Provincial Funds.

	Rs.
R. C. M. Industrial Schools, Rangoon	4,000
Methodist Episcopal School, Rangoon	2,000
Diocesan High School for Girls, Rangoon	2,000
St. John's College S. P. G. Normal School, Rangoon	2,000
Baptist College, Rangoon	1,000
St. Joseph's Convent, Toungoo	2,000
A. B. M. Shan and Burmese School, Bhamo	2,000
Municipal School, Ma-ubin	800
Vernacular School, Myinmu	200
A. B. M. Chin School, Haka	2,500
S. P. G. Girls' School, Shwebo	2,000
Total	20,500

Provincial Funds on account of Rangoon Municipality.

	Rs.
Baptist College, Rangoon	1,000
St. John's College S. P. G., Rangoon	2,000
Diocesan High School for Girls, Rangoon	2,000
Total	5,000

Municipal Funds.

	Rs.
R. C. Orphanage, Mandalay	2,000
St. Peter's High School, Mandalay	1,000
Wesleyan Mission High School, Mandalay	2,500
Mr. Lu Gyi's School, Wakèma	200
Total	5,700

(*h*) *Furniture and apparatus.*—There is an increase of Rs. 1,825 under this head. The following grants were made:—

Provincial Funds.	Rs.
St. John's College, Normal School, Rangoon	300
St. Augustine's School, S. P. G., Moulmein	100
St. Agnes' School, S. P. G., Moulmein	100
St. Luke's S. P. G. School, Toungoo	250
R. C. M. School, Yamèthin	100
Wesleyan Mission Girls' School, Pakôkku	60
Wesleyan Mission School, Kôndon	25
Wesleyan Mission School, Sadeiktan	25
Anglo-Vernacular School, Sinbyugyun	150
Vernacular School, Myinmu	200
All Saints S. P. G. School, Shwebo	500
A. B. M. Chin School, Haka	300
S. P. G. Girls' School, Shwebo	250
Total	2,360
Provincial Funds on account of Rangoon Municipality.	
St. Barnabas' S. P. G. School, Rangoon	100
St. Gabriel's S. P. G. School, Rangoon	100
Baptist College, Rangoon	68
Oriental Boys' School, Rangoon	147
Total	415
Municipal Funds.	
St. Xavier's Tamil School, Mandalay	100
A. B. M. Boys' School, Mandalay	200
St. Peter's R. C. M. School, Mandalay	400
A. B. M. Girls' School, Kyangin	50
Teachers' Institute, Mandalay	200
Total	950

(*k*) *Miscellaneous* show a decrease of Rs. 22,581, due partly to no payments having been made during the year on account of the *Patamabyan* examination, and to a decrease under this head in Municipal funds.

(*l*) *Superintendence.*—Under this head is an increase of Rs. 9,784, due to increments in salaries, to the payment of salaries to the Assistant Inspectors for the whole year, and the appointment of another Deputy Inspector of Schools for the Hanthawaddy district, which was found to be too large for one Deputy Inspector of Schools to manage.

(*m*) *Fees* show an increase of Rs. 15,855. Rupees 3,16,803 were collected during the year against Rs. 3,00,948 the year before. I have commented on this very satisfactory annual increase in the *Introduction*.

SECTION II.

CONTROLLING AGENCIES.

The following tables show the work done by the Inspectors of Schools, Assistant Inspectors, and by the Deputy and Sub-Inspectors respectively:—

A.—*Inspectors of Schools.*

Name and circle of superintendence.	Total days in charge.	Days in charge: Eastern circle.	Central circle.	Northern circle.	Western circle.	Days spent at head-quarters on general duty.	Days spent at head-quarters on inspection duty.	Days spent on tour of inspection.	Number of inspections made.	Remarks.
Mr. Goss, Inspector of Schools, Eastern Circle.	365	365	...	...	...	161	45	159	339	
Mr. Wedderspoon, M.A., B.L., F.R.G.S., Inspector of Schools, Central Circle.	254	...	254	...	...	51	70	133	166	Leave from 3rd June to 21st Sept. 1899.
Mr. Potter, M.A., F.C.S., B.SC., Inspector of Schools, Northern Circle.	365	...	...	365	...	91	45	229	285	
Mr. Cocks, M.A., Inspector of Schools, Western Circle.	365	...	...	...	365	148	36	181	290	

B.—*Assistant Inspectors of Schools.*

Name and circle of superintendence.	Total days in charge.	Days in charge: Eastern circle.	Central circle.	Northern circle.	Western circle.	Days spent at headquarters on general duty.	Days spent at head-quarters on inspection duty.	Days spent on tour of inspection.	Number of inspections made.	Remarks.
Maung Phroo ...	365	365	...	...	...	86	13	266	301	
Maung Po Maung, K.S.M.	281	...	281	...	...	53	50	178	81	Officiating Inspector of Schools, Central Circle, from 3rd June to 21st September 1899.
Maung Tu, B.A. ...	56	...	56	...	...	17	15	24	12	* Thirty-eight days were spent in preparing Burmese Annual Reports.
Maung Mon ...	365	...	...	...	365	118*	52†	195	206	† These days were spent in assisting the Inspector of Schools in the examination of Anglo-Vernacular schools of the Rangoon Town.

C.—*Deputy and Sub-Inspectors of Schools.*

Name.	District.	Number of days in charge.	Days spent: Headquarters.	Days spent: District.	Days inspected: Headquarters.	Days inspected: District.	Number of inspections paid: Headquarters.	Number of inspections paid: District.	Number of inspections paid: Total.	Remarks.
Maung Ba ...	Rangoon ...	365	365	...	251	...	407	...	407	
Maung Bwa ...	Yamèthin ...	365	122	243	12	208	56	741	797	
Maung Waik ...	Moulmein ...	365	365	...	245	...	307	...	307	
Maung Po Kyin ...	Amherst ...	365	132	233	13	183	13	342	355	
Maung Tun Aung ...	Thatôn ...	365	83	282	14	202	13	295	308	
Maung San Ye ...	Tavoy and Mergui ...	365	168	197	76	138	97	216	313	
Maung U (Karen) ...	Amherst	214	45	169	...	122	...	154	154	
Maung Dwe (Karen) ...	Amherst	151	52	99	4	66	4	93	97	
Maung Pa Ha	Toungoo	304	128	176	46	163	59	382	441	
Maung Po Tun ...	Toungoo	61	14	47	2	39	...	139	139	
Mr. J. Samuel (Tamil) ...	Rangoon	365	275	90	171	69	147	96	243	
Maung So Pe (Taiaing) ...	Moulmein	365	90	275	12	196	46	249	295	
Maung Tu, B.A. ...	Pegu	306	166	140	20	113	34	245	279	
Maung Chit Su ...	Pegu	59	20	39	3	31	3	40	43	
Maung Tun Hla ...	Hanthawaddy (*a*) ...	365	149	216	33	208	...	509	509	
Maung Po Yin Si B.A. ...	Hanthawaddy (*b*) ...	212	90	122	...	122	...	105	105	
Maung Aung Kyaw Zan ...	Prome	26	...	...	...	...	...	...	...	
Maung We Lin, B.A. ...	Prome	339	198	141	61	121	43	267	310	
Maung Po Win	Tharrawaddy	365	138	227	12	170	10	188	198	
Maung Tun Zan U ...	Thayetmyo	365	130	235	21	186	62	485	547	
Maung Tun Aung Gyaw ...	Minbu	365	123	242	41	221	26	350	376	
Maung Po Tin ...	Magwe	365	81	284	18	221	39	799	838	
Maung Lu (Karen) ...	Rangoon	365	47	318	9	236	3	223	226	
Maung Shwe Ni (Karen)...	Pegu	365	48	317	...	252	...	282	282	
Ainuddin	Akyab	365	178	187	15	134	12	339	351	
Maung Kyauk Lon ...	Bassein	320	170	150	37	104	21	145	166	
Maung Me Gri... ...	Kyaukpyu	365	160	205	3	122	4	238	242	
Maung Po Win ...	Myaungmya	19	19	...	...	...	...	...	...	
Yusuf Khandia ...	Myaungmya	346	70	275	6	203	25	382	407	
Maung Maung ..	Henzada	365	143	222	24	160	38	452	490	
Maung Po Gywè ...	Ma-ubin	365	125	240	19	177	17	576	593	
Maung Tun Win (Karen)...	Bassein	365	133	232	6	172	3	207	210	
Maung Po We (Karen) ...	Ma-ubin	365	120	245	10	107	5	148	153	
Saw Chin Cheng, B.A. ...	Mandalay Town ...	119	119	...	42	...	44	...	44	
Maung Kyaw Yan ...	Mandalay Town ..	246	242	4	144	...	483	...	483	
Maung So Pe* ...	Mandalay and Ruby Mines districts.	365	187	178	16	178	11	284	295	
Maung Than	Katha, Bhamo, and Myitkyina.	365	71	294	16	210	24	450	474	
Maung Tun Hla ...	Upper and Lower Chindwin	127	68	59	10	40	21	73	94	
Saw Chin Cheng, B.A. ...	Upper and Lower Chindwin	238	114	124	18	92	57	199	256	
Maung Taw Pru ...	Sagaing	365	145	220	28	154	40	298	338	
Maung Kin Nyo ...	Shwebo	365	139	226	42	173	73	522	595	
Maung Pu	Kyaukse and Meiktila ...	365	128	237	19	205	57	438	495	
Maung Kyaw Yan ...	Myingyan	117	46	71	17	37	86	194	280	Myingyan district was under Maung Myat Tha Dun, Itinerant Teacher, for 66 days.
Maung E Cho ...	Myingyan	182	97	85	14	60	90	96	186	
Maung Ngwe Zin	Pakôkku	365	182	183	34	128	114	508	622	

* Ruby Mines district was placed under the Deputy Inspector of Schools, Mandalay district, with effect from the forenoon of the 4th September 1899.

Changes during the year.

2. There have been no changes during the year in the *Imperial* branch of the Educational service, beyond the absence on privilege leave from May 3rd to September 22nd of Mr. Wedderspoon, Inspector of Schools, Central Circle. Maung Po Maung, K.S.M., late Assistant Inspector of Schools, Central Circle, officiated for him.

Nature of work done by Inspecting agency.

(*b*) The work of all the circles has been very carefully and thoroughly supervised by the Inspectors of Schools. They and their assistants have made a very full inspection of their respective circles, getting, in some cases, to places

that had never before been visited even by a Deputy Inspector, and where a European was seen for the first time. They have done all in their power to bring themselves into *personal* contact with Managers, Lay and Monastic, of the Vernacular schools, on the public and on the private lists. Their attention has not been confined merely to inspecting; but they have made it a point to teach classes, to give lessons to Managers, brought together the Government officers, *lu&yis*, and villagers wherever they went, and explained the system of Vernacular education being carried on, and in every way done their utmost to get all concerned to take a more intelligent and warm interest in Vernacular Primary education, and to do more than they have done hitherto to promote it.

Government and Municipal schools.

Apart from this, the Government, Municipal, and Aided Anglo-Vernacular schools of all grades have had the benefit of their control and advice. *Government* and *Municipal* schools need constant supervision and firm control, and they have had them from the Inspectors of Schools. The *Aided* schools need a great deal of help and advice, and the Inspectors have done their best to afford these readily, and with the fullest appreciation and sympathy for such difficulties as the Managers have felt. Where stern treatment has been necessary, it has not been spared.

Aided schools.

High standard of efficiency and of discipline.

(*c*) The aim of the Educational Officers has been to maintain and to promote a high standard of efficiency and of discipline.

Examinations.

(*d*) The work of examination, which is a very heavy and responsible one, has been done during the last year with the utmost attention to punctuality, accuracy, and justice to pupils and teachers. There has not been a hitch anywhere; and I can state confidently that both inspections and examinations have been for the advancement of education all round, and that districts and schools have been the better for them. Where the work of all has been good, it would be invidious to name any one officer.

Retirement of Maung Po Maung, K.S.M.

3. In the *Provincial* branch of the service, special mention should be made of Maung Po Maung, K.S.M., late Assistant Inspector of Schools, Central Circle. He acted on several occasions as Inspector of Schools, and for his long and good service was specially rewarded. He retired on the 6th January 1900, after good and valuable service of over 31 years. An officer who thoroughly understood the people, was untiring in promoting their welfare, set himself a high standard of work and of conduct, and was very conscientious in the discharge of his duties; he will be much missed. We hope, however, still to have the benefit of his help and advice in his native town of Prome. He has two sons in the Department, who will, I hope, keep before them their father's high standard of duty.

Deputy Inspectors.

4. The Deputy Inspectors of Schools have, on the whole, done well. Some, whose names will be mentioned later on, have earned special commendation, and others have been reported for neglect and for poor work.

All the Inspectors point out that some Deputy Inspectors attempt to visit too many schools and spend too short a time at each, making visits of a few minutes that are of no value whatever. They forget that, in addition to inspecting schools and controlling the Itinerant teachers under them, one of their most important duties is that of teaching both Managers and pupils; others again are too fond of headquarters.

Officers for special mention.

5. (*a*) Those specially mentioned for good work are Maung Tun Zan U, Thayetmyo; Maung We Lin, B.A., of Prome, now Assistant Inspector of Schools, Central Circle; Maung Tu, B.A., of Pegu, now Assistant Inspector of Schools, Northern Circle; Yusuf Khandia of Myaungmya; Maung Kyauk Lôn, of Bassein; Maung Tun Win, Karen Deputy Inspector of Schools, Bassein and Myaungmya; Maung Maung of Henzada; Maung Bwa of Yamèthin; Maung Pa Ha of Toungoo; Maung Po Kyin of Amherst, Maung Kyaw Zan of Mandalay Town; Maung So Pe of Mandalay and

Ruby Mines; Maung Pu of Meiktila and Kyauksè; Maung Ngwe Zin of Pakôkku; Maung Taw Pru of Sagaing; and Maung Ba of Rangoon Town.

Newly appointed officers.

(*b*) Some of the Deputies are new men, lately appointed, and it is yet to be seen how they will shape. So far, they have worked well and, with fuller experience, ought to be useful officers.

Reference to unsatisfactory work.

(*c*) Maung Tun Hla, late of the Chindwin, and Ain-ud-din are reported as having failed to do their duty by their districts. The backward state of the Chindwin and of Akyab are due to these two respectively. If there is not a marked change in their work during the next year, their names will be sent up with a request that they be degraded. They have failed to go round their districts; their control over the Itinerant teachers has been very poor indeed, and the districts have not progressed. The former has pleaded ill-health, but he should have applied for leave and not gone on staying in his district to its detriment. I cannot accept this excuse.

SECTION III.

UNIVERSITY EDUCATION.

The following table shows the average number on the rolls and the average attendance during the past two years of the Rangoon College teaching up to B.A., and of the Baptist College teaching up to F.A. :—

Institution.	Average number on the rolls.		Average daily attendance.	
	1898-1899.	1899-1900.	1898-1899.	1899-1900.
Rangoon College	99	105	95	89
Baptist College	11	9	10	9
Total ...	110	114	105	98

Explanation of above table.

Of the 106 students in the Rangoon College 18 attended the B.A. and 88 the F.A. lectures.

Rangoon College.

2. (*a*) Ten students, as against eight last year, were sent up for the B.A., and 53 as against 36 last year, for the F.A. examination of the Calcutta University. Of the ten students who went up for the B.A. two passed in the Pass Course. In addition to these, one private student, Mr. Mitchell, Head Master of the Engineering School, passed in the second division.

Of the 53 pupils who went up for the F.A. examination, 22 passed, one in the first division, two in the second and 19 in the third. One private student appeared but failed. Of those who passed, one in the second and one in the third division is a girl.

The results are not good; the Officiating Principal explains them in his report.

Though the average number on the rolls in the College rose from 99 to 105 the average daily attendance decreased from 95 to 89.

Extract from Principal's report.

"The College suffered severely from the absence of its Lecturers at different periods during the year. During Mr. Rose's absence from September to December, Mr. Hunter officiated as Principal, and Mr. Eggar officiated as Mathematical Lecturer from June to December. Mr. Hill, the English Lecturer, appointed in the place of Mr. Turner who resigned in March 1899, arrived in the middle of June. In March 1900, both

Mr. Rose and Mr. Hunter left, the former on one year and seven months, and the latter on nine months' furlough. The effect of these numerous changes cannot but be to affect injuriously the results of the University Examination. In the final tests of the first year classes, the effects were clearly shown."

Numbers in College.

A Course.

The numbers in the College do not increase to any appreciable extent. A demand has arisen for A course classes for the B.A. Examination. It remains to be seen whether, if sanctioned, they will be well attended and add to the numbers.

Re-opening of Law classes.

A representation has also been submitted to the Government for the re-opening of the Law classes.

Inducements for higher education.

The numbers in the B.A. and F.A. classes must depend to a large extent upon the numbers who pass the F.A. and Entrance examinations each year. But quite apart from this, the question has to be considered as to what inducement there is for pupils who pass the VII Standard to go on to Entrance, and for those who pass the Entrance to go on for a Collegiate course, and to persevere in it to the end.

New College buildings and separation of College from Collegiate school.

The College buildings referred to in last year's Report have been begun, and will probably be ready for occupation in 1901, when the College proper will be moved into them, the High, Middle, and Primary Departments being separated from the College and left in the old building. The College and the Collegiate school will each have its own boarding establishment so that they can be completely separated. It will be greatly to the advantage of both.

Gymnasium and gymnastic instructor.

Arrangements have been made for the building of a covered gymnasium, and for the appointment of a gymnastic and drill instructor for the College and Collegiate schools.

Baptist College.

(*b*) The Baptist College is a second grade one, but in its constitution it differs largely from the Rangoon College. To begin with, it is a Missionary College, with all the responsibilities attached to such an institution. It works for Burmans, Karens, Chins, and Kachins; it has a very large and successful Normal school that trains teachers for all the A. B. M. schools of the Province; it has a large school attached to it; works a very successful Kindergarten department; and generally it has duties, and undertakes work on a larger scale, and of a much more extended nature than that of the Rangoon College.

Nature of the work done.

The two Colleges cannot be compared in any way. While the Rangoon College recruits from all nationalties and religions, as befits a Government institution, the Baptist College, with few exceptions, confines itself to Christians, and in consequence its sphere is somewhat limited.

It is, however, doing a great work for the Province, and it cannot be judged merely by the numbers that attend its College Department, though they will increase, nor by the results it attains at the several Examinations, though there is room for improvement in these. The Entrance and F.A. classes will, I hope, grow in attendance and in passes; and I trust it will not be long before this desirable end is attained in the interests of the College itself, and to make its work complete all round.

Senior University Scholarships.

3. The Senior University scholarships were awarded as follows:—

Maung Hla Pe, E. P. Ba San, Charlotte Mawson, Maung Po San, and Gladys Hardinge, all of the Rangoon College.

Subordinate Civil Service Examinations.

4. The Rangoon College claims the whole of the six successful candidates for the last Subordinate Civil Service Examination.

SECTION IV.

SECONDARY EDUCATION, UPPER AND LOWER.

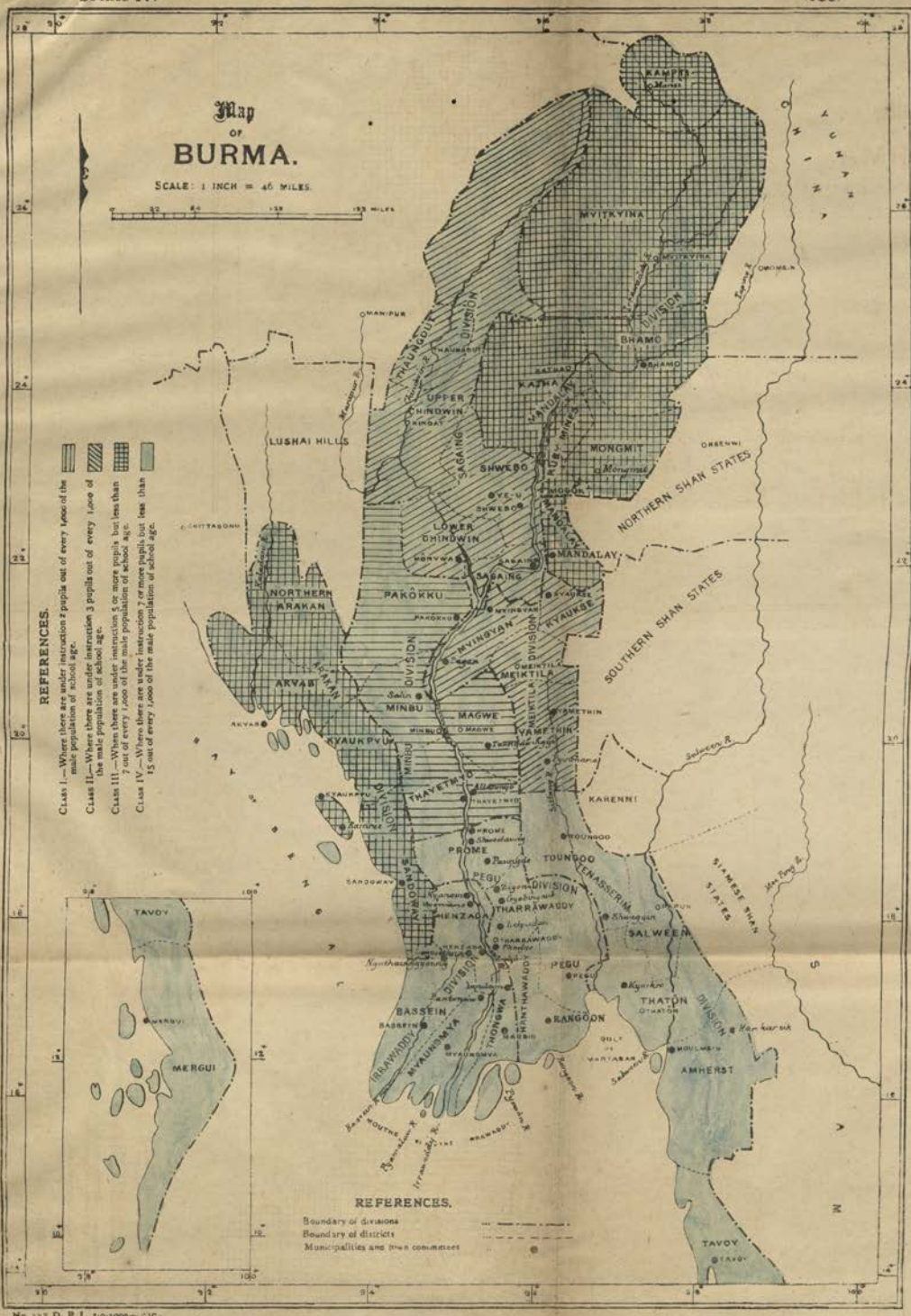
(Standards V—IX inclusive.)

The following statement gives the classification of the Anglo-Vernacular and Indigenous boys' and girls' schools respectively in which secondary instruction is given, and the number of pupils in attendance during the years 1898-99 and 1899-1900:—

Classification of schools.	1898-1899.		1899-1900.	
	Schools.	Pupils.	Schools.	Pupils.
A.—BOYS.				
High English.				
Maintained by the Department	2	913	2	826
Maintained by Municipal Boards	3	813	3	858
Aided under the Grant-in-aid Rules	10	2,936	12	3,409
Unaided	...	...	...	...
Total ...	15	4,662	17	5,093
Middle English.				
Maintained by the Department	1	103	1	101
Maintained by Municipal Boards	15	1,736	14	1,723
Aided under the Grant-in-aid Rules	42	4,011	40	3,974
Unaided	...	...	...	...
Total ...	58	5,850	55	5,798
Middle Vernacular.				
Maintained by the Department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-aid Rules	...	...	...	...
Aided under the Indigenous School Rules ...	191	12,219	214	13,760
Total ...	191	12,219	214	13,760
GRAND TOTAL ...	264	22,731	286	24,651
B.—GIRLS.				
High English.				
Maintained by the Department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-aid Rules	6	1,008	6	916
Unaided	...	...	...	...
Total ...	6	1,008	6	916
Middle English.				
Maintained by the Department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-aid Rules	7	489	9	556
Unaided	...	...	...	...
Total ...	7	489	9	556
Middle Vernacular.				
Maintained by the Department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-aid Rules	...	...	...	...
Aided under the Indigenous School Rules ...	20	1,270	21	1,278
Total ...	20	1,270	21	1,278
GRAND TOTAL ...	33	2,767	36	2,750

BURMA.—Showing the proportion of boys in the secondary stage of institution to the male population of school age.

Section IV. 1930.



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Details of the above tables.

2. (*a*) *High English* schools for boys have increased by 2 and by 431 in attendance. Two schools in the Northern circle have been raised to the High grade.

Middle English schools have decreased by 3 in number and by 52 in attendance. The Municipal Middle school at Ngathainggyaung was closed.

Middle Vernacular schools have increased by 23 in number and by 1,541 in attendance.

(*b*) Schools for girls show a decrease of 92 in attendance in the *High English* stage, though they remain the same in number.

Middle English have increased by 2 and by 67 in attendance.

Middle Vernacular schools have increased by 1 and by 8 in attendance.

(*c*) There are no *Vernacular High* schools as yet. The only institution in which VIII and IX Standards Vernacular are taught is the Government High School, Moulmein.

Explanation of the map.

3. The above map shows the number of boys in the secondary stages, High and Middle, or rather the proportion of that number to the total number of boys of school-going age in each division. The figures on which they are based are in the following statement :—

Division.	Male population.	1899-1900.		Remarks.
		Scholars.	Proportion of scholars to population of school-going age.	
			1 in—	Out of every 1,000 there are—
Arakan	356,951	286	187	5
Pegu	789,388	1,692	70	14
Irrawaddy	800,730	857	140	7
Tenasserim	515,227	919	84	12
Mandalay	326,591	288	170	6
Sagaing	308,277	123	376	3
Minbu	512,836	173	445	2
Meiktila	268,156	118	341	3

(*Upper and Lower Secondary.*)

4. The following are the results of the Calcutta Entrance, VIII and the VII Standard Examinations for the past two years :—

Class of institution.	1898-99.				1899-1900.			
	Entrance (IX Standard).	Preparatory Entrance (VIII Standard).	Middle (VII Standard).	Total.	Entrance (IX Standard).	Preparatory Entrance (VIII Standard).	Middle (VII Standard).	Total.
From schools under public management ...	47	82	112	242	65	72	173	310
From public schools under private management, and aided under the Grant-in-aid Rules.	48	76	212	335	46	98	289	433
From public schools under private management, and aided under the Indigenous School Rules.	...	...	29	29	...	...	25	25
From schools under Missionary management ...	...	...	14	14	...	...	23	23
Total ...	95	158	367	620	111	170	510	791

Advance in passes.

5. The above table shows a decided rise all round, and this in spite of stricter supervision and examination in Standard VII, and in spite of three subjects, Geography, Algebra, and Euclid, which were optional, having been made compulsory.

Thirty-two and 6 went up for the VIII and IX Vernacular Standards, and 18 and 2 respectively passed. Both the latter were from the Government Normal School, Moulmein; of the former, 7 from this school passed in the first and 4 in the second division, the rest being Itinerant and Pupil teachers, and one a monk from the Kyauksè district.

6. The following statement shows the number of Entrance passes gained by schools presenting candidates in the two years 1898-99 and 1899-1900:—

Name of school.	1898-1899.					1899-1900.				
		Number passed.					*Number passed.*			
	Number presented.	First division.	Second division.	Third division.	Total.	Number presented.	First division.	Second division.	Third division.	Total.
Rangoon Collegiate School ...	45	6	12	8	26	48	5	18	12	35
Diocesan Boys' High School, Rangoon.	4	...	2	...	2	3	...	1	1	2
Diocesan Girls' High School, Rangoon.	2	...	...	...	...	3	...	2	...	2
Akyab Municipal High School ...	6	...	4	...	4	9	3	5	1	9
Moulmein Government High School.	17	3	2	1	6	14	3	4	2	9
Bassein Municipal High School ...	6	2	3	...	5	12	1	1	3	5
Bassein Sgau-Karen High School	7	...	1	1	2	4	...	...	...	...
Prome Municipal High School ...	8	1	2	3	6	19	1	2	4	7
St. Paul's High School, Rangoon	11	...	2	3	5	16	2	5	5	12
St. John's College, S. P. G., Rangoon.	9	1	2	3	6	14	3	4	3	10
Baptist College, Rangoon ...	17	...	5	9	14	12	...	1	2	3
Methodist Episcopal Girls' High School, Rangoon.	1	...	...	...	...	6	...	...	3	3
St. John's Convent School, Rangoon.	11	1	4	2	7	10	2	1	1	4
St. Joseph's Convent School, Moulmein.	4	1	2	1	4	3	1	2	...	3
St. Patrick's School, Moulmein ...	4	...	2	1	3	5	...	1	1	2
St. Joseph's Convent School, Mandalay.	2	...	...	1	1	3	...	3	...	3
English Girls' High School, Moulmein.	2	..	1	...	1	1	...	...	...	...
Madooray Pillay's High School, Rangoon.	6	...	1	2	3	...	...	...	...	...
St. Luke's S. P. G. School, Toungoo.	1	...	...	...	...	...	...	...	...	...
E. W. M. Boys' School, Mandalay.	...	...	...	...	...	3	...	2	...	2
Total ...	163	15	45	35	95	185	21	52	38	111

7. The following tables show the number of passes in the Middle department of the schools of the Province for the years 1898-99 and 1899-1900:—

A.—*Anglo-Vernacular.*

Class of Institution.	1898-99.								1899-1900.							
	V.		VI.		VII.		Total.		V.		VI.		VII.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
From schools under public management.	207	1	200	...	112	...	519	1	258	..	198	...	173	...	629	...
From public schools under private management and aided under the Grant-in-aid Rules.	412	86	289	78	165	47	866	211	454	70	337	59	234	55	1,025	184
Total ...	619	87	489	78	277	47	1,385	212	712	70	535	59	407	55	1,654	184

B.—*Vernacular.*

Class of Institution.	1898-99.								1899-1900.							
	V.		VI.		VII.		Total.		V.		VI.		VII.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
From schools under Indigenous Rules.	344	53	127	12	27	2	498	67	454	49	158	9	25	...	637	58
From schools under Missionary management.	3	22	7	21	...	14	10	57	7	41	3	24	7	16	17	81
Total ...	347	75	134	33	27	16	508	124	461	90	161	33	32	16	654	139

8. The following statement shows the number of candidates presented and passed at the VIII Standard Examination during 1899-1900:—

Name of School.	Number presented.		Number passed.	
	Boys.	Girls.	Boys.	Girls.
Municipal High School, Bassein	16	...	12	...
Municipal High School, Prome	11	...	9	...
Municipal High School, Akyab	6	...	6	...
Government High School, Moulmein	17	...	11	...
Sgau-Karen High School, Bassein	7	...	7	...
St. Patrick's School, Moulmein	14	...	5	...
English Girls' High School, Moulmein	...	2	...	1
St. Joseph's Convent, Moulmein	...	4	...	4
St. Luke's School, Toungoo	3	...	1	...
A. B. M. Boys' School, Mandalay	5	...	5	...
E. W. M. Boys' School, Mandalay	1	...	1	...
St. Peter's High School, Mandalay	4	...	4	...
St. John's Convent, Rangoon	...	8	...	7
St. John's College, Rangoon	9	...	7	...
Collegiate School, Rangoon	46	...	34	...
St. Paul's School, Rangoon	17	...	15	...
Methodist Girls' School, Rangoon	...	1	...	1
Baptist College, Rangoon	32	3	23	1
Madooray Pillay's School, Rangoon	...	...	...	...
St. Joseph's Convent, Mandalay	...	3	...	3
Diocesan Girls' School, Rangoon	...	4	...	4
Diocesan Boys' School, Rangoon	6	...	6	...
S. P. G. Royal School, Mandalay	3	...	3	...
Municipal School, Kyangin	1	...	...	...
Total ...	198	25	149	21

9. One hundred and fifty-nine boys and 26 girls went up for the Entrance Examination this year as against 142 boys and 21 girls last year, a slight increase in the numbers presented, but the results show a very decided advance. Ninety-six boys and 15 girls passed, 21 in the first, 52 in the second, and 38 in the third division. Last year we had 15 in the first, 45 in the second, and 35 in the third division.

Analysis of the above two tables.

A girl from St. John's Convent, Rangoon, Miss Freany Parakh, stood highest in the list of successful candidates from Burma. She has kept ahead all through.

A girl heads the list.

Nineteen teachers and three private students appeared, of whom three teachers and one private student passed, all in the third division.

Teachers who appeared.

10. (*a*) There is no reason whatever why this Province should not show better results year by year in the Entrance Examination. The High Schools, Government, Municipal, and Aided, are well equipped, and all that is needed is for Principals, Head Masters, and Managers to see that the work in the Middle Departments of their institutions is sound and good. If Standards V, VI, and VII are well supervised, and if the examinations for promotion in these standards are strict, so that masters and boys will feel the absolute necessity for work, the success of Standards VIII and IX is largely secured. The Managers of Middle Schools that feed the High Schools have a responsibility in this matter that they should fully realize.

Stricter supervision needed on the part of Managers.

(*b*) As to the *attendance* in High Schools and the numbers presented each year for Standards VIII and IX, it is small for a large Province like Burma and increases very slowly. But as matters now stand, there is every inducement, as Burman lads think, for giving up their education after passing Standard VII. An apprentice clerkship seems to be the most valuable thing in life after the VII standard.

Needs as to attendance in High Schools.

(*c*) It is a matter for congratulation that the 20 scholarships available were all given to candidates who had passed in the first division, and we had no need to go to the second division to make the awards. This is a real sign of the good grounding given in the lower standards.

Junior University scholarships.

(*d*) The Middle English scholarship results each year are showing that the standard of work and of proficiency is rising.

Middle English scholarship examination.

(*e*) The VIII Standard results were better this year and showed better work done in that class; but Managers, teachers, and pupils need to realize more, that the year between the VII Standard and the Entrance is not one in which life may be taken easy, with the false idea that all that is needed can be done in the second year.

VIII Standard Examination.

(*f*) We have one Vernacular school for Standards VIII and IX. Thirty-eight candidates went up for these standards, 32 for VIII and six for IX, and 18 and 2 passed respectively.

VIII and IX Standards, Vernacular.

It will take some time yet before VIII and IX standards schools are numerous. These *High* Standards for Vernacular schools lead to very little; it is only in the Education Department that the possession of VIII and IX Standard certificates are necessary. They are compulsory for certain grades of Itinerant teachers; the men qualify for these from the Government Normal School before they are appointed. I should like to see, *in the interests of Burmese scholarships*, if for nothing else, a higher standard of study possible and popular.

(*g*) The VII Standard results, Vernacular and Anglo-Vernacular, show decided improvement. The passes by the Middle Standards, *i.e.*, V, VI, and VII taken together, show very decided improvement in both Vernacular and Anglo-Vernacular schools, though in the latter the girls show a slight falling off.

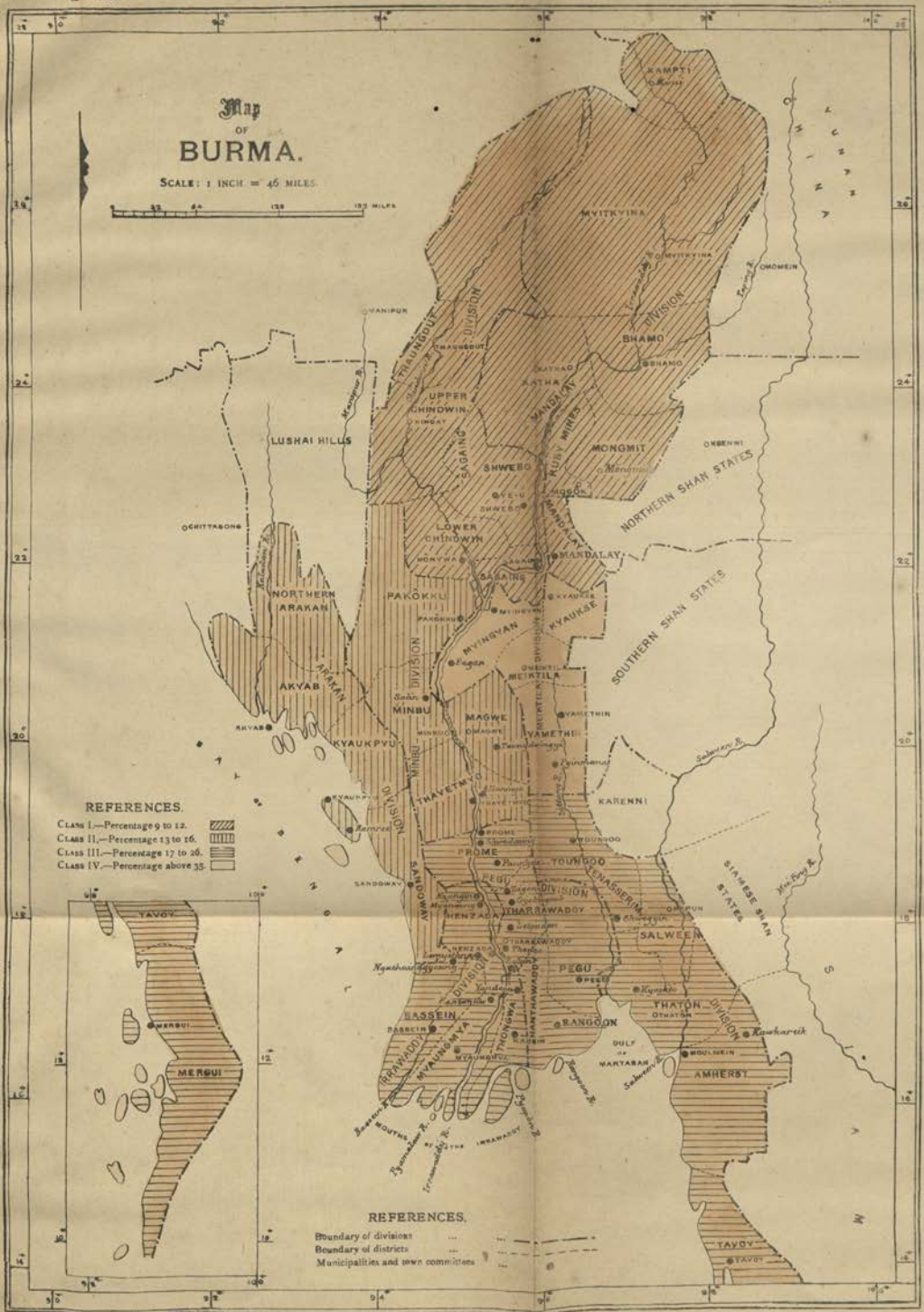
VII Standard.

11. The following tables show the attendance and expenditure in Government and Aided schools of secondary instruction:—

Class of institution.	Number of schools.	Number of pupils on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure.		
					From Government Funds.	From all other sources.	Total.
A.—Boys.							
High English.							
Maintained by the Department ...	2	826	794	720	29,838	33,052	62,890
Maintained by Municipal Boards	3	858	776	677	18,133	23,455	41,588
Aided under the Grant-in-aid Rules.	12	3,409	3,225	3,182	50,199	110,433	160,632
Total ...	17	5,093	4,795	4,579	98,170	166,940	265,110
Middle English.							
Maintained by the Department ...	1	101	92	86	3,605	2.421	6,026
Maintained by Municipal Boards	14	1,723	1,587	1,426	37,587	35,553	73,140
Aided under the Grant-in-aid Rules.	40	3,974	3,705	3,215	58,158	97,908	156,066
Total ...	55	5,798	5,384	4,727	99,350	135,882	235,232
Middle Vernacular.							
Maintained by the Department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards	...	...	...	...	...	...	...
Aided under the Grant-in-aid Rules.	...	...	...	...	...	...	...
Aided under the Rules for Indigenous Schools.	214	13,760	13,760	13,760	72,723	...	72,723
Total ...	214	13,760	13,760	13,760	72,723	...	72,723
Grand Total ...	286	24,651	23,939	23,066	270,243	302,822	573,065
B.—Girls.							
High English.							
Maintained by the Department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards	...	...	...	...	...	...	...
Aided under the Grant-in-aid Rules.	6	916	894	788	24,468	43,595	68,063
Total ...	6	916	894	788	24,468	43,595	68,063
Middle English.							
Maintained by the Department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards	...	..	...	...	...	...	...
Aided under the Grant-in-aid Rules.	9	556	501	440	13,917	22,513	36,430
Total ..	9	556	501	440	13,917	22,513	36,430
Middle Vernacular.							
Maintained by the Department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards	...	...	...	...	...	...	...
Aided under the Grant-in-aid Rules.	...	...	...	...	...	...	...
Aided under the Rules for Indigenous Schools.	21	1,278	1,278	1,278	6,216	...	6,216
Total ...	21	1,278	1,278	1,278	6,216	...	6,216
Grand Total ...	36	2,750	2,673	2,506	44,601	66,108	110,709

BURMA.—Showing the percentage of boys in the primary stage of instruction to the male population of school age.

Section V. 1900



No 585 D. P. I., 1-9-1900—610.

Officers for special mention.

12. The names of the following officers have been submitted for special mention :—

Mr. Wilkins, Mr. Simon, Mr. Bird, and the late Mr. Earle of the Government High School, Moulmein ; Mr. Derry, Government High School, Minbu; Mr. Shillong, Municipal School, Thayetmyo; Mr. O'Hara, and Mahabir Lal, Prome High School; Mr. Wales and Mr. Reynaud, Rangoon Collegiate School, Middle and Primary Departments; Mr. O. White, Rangoon Collegiate School, High Department; Mr. Nepean, Head and Mg. Shwe Hla, 2nd Master, Tavoy Municipal School; Maung Po Saw, Kyangin Municipal School; Maung Gale, Town School, Sagaing; Mr. Fisher, Municipal School, Myaungmya; Mr. Gray, Mr. Wollaston, Maung Ka Di, Maung Aung Tun, and Rai Paw U of the Akyab High School; Maung Aung Dun, Municipal High School, Bassein; Maung Po Yin, Maung Myat Pyu, and Maung Lu Maung, Drawing Master, Municipal School, Henzada, and Mr. Cotton, Head Master, Municipal School, Mergui.

SECTION V.

PRIMARY EDUCATION.

The following statement gives the statistics of Primary schools, including pupils in the Primary departments of Middle and High schools, for the last two years :—

Class of institution.	Number of Primary schools under inspection.		Attendance.		Number of pupils passed.							
					Upper Primary (Standards III and IV).				*Lower Primary (Standards I and II).*			
						1899-1900.				1899-1900.		
	1898-99.	1899-1900.	1898-99.	1899-1900.	1898-99.	Boys.	Girls.	Total.	1898-99.	Boys.	Girls.	Total.
Public schools under public management.	22	22	2,217	2,163	677	799	1	800	772	811	4	815
Public schools under private management.	90	91	7,435	8,155	1,780	1,719	293	2,012	2,557	2,378	490	2,868
INDIGENOUS SCHOOLS.												
Burmese	3,855	3,615	108,075	113,192	4,081	4,230	632	4,862	25,125	24,517	7,043	31,560
Karen	531	569	15,277	16,225	1,293	880	448	1,328	4,168	2,944	1,593	4,537
Mahomedan	56	43	1,437	1,247	14	15	1	16	152	142	24	166
Tamil	43	44	1,261	1,342	88	85	40	125	347	328	67	395
Kachin	1	1	45	58	11	13	3	16	20	11	4	15
Chin	6	6	122	91	18	13	4	17	54	21	11	32
Talaing	36	41	882	1,307	...	...	...	...	90	168	13	181
Total ...	4,640	4,432	136,751	143,780	7,962	7,754	1,422	9,176	33,285	31,320	9,249	40,569

Analysis of above tables.

2. *Public schools under public management* are the same in number as last year, but the attendance has slightly decreased by 54.

Public schools under private management have increased by 1 in number and by 720 in attendance. Under the head of Indigenous schools we have a decrease in number of 240, but an increase in attendance of 5,117 in *Burmese* schools.

Karen schools have increased in numbers and attendance by 38 and 948 respectively.

Mahomedan schools show a decrease of 13 in number and of 190 in attendance.

Tamil schools have increased by 1 and by 81 in attendance.

There is only one *Kachin* school, the attendance of which has increased by 13.

Chin schools remain the same in number, but their attendance has decreased by 31.

Talaing schools have increased in number and attendance by 5 and 425 respectively.

While the total number of schools shows a decrease of 208, the attendance has gone up by 7,029.

Primary passes.

3. The increases in passes show a very satisfactory state of progress. They are an indication of good teaching and sound and careful inspection; they show conclusively that the standard of Primary education is suited to the people and by no means too high.

4. The following table shows the percentage of boys in the primary stage of instruction to the male population of school-going age:—

Explanation of the map.

Division.	Male population.	1899-1900.		Remarks.
		Scholars.	Percentage of column 3 to the male population of school-going age.	
1	2	3	4	5
Arakan	356,951	7,081	13·2	
Pegu	789,388	30,409	25·7	
Irrawaddy	800,730	20,912	17·4	
Tenasserim	515,227	19,501	25·2	
Mandalay	326,591	5,798	11·8	
Sagaing	308,277	4,546	9·8	
Minbu	512,836	12,524	16·3	
Meiktila	268,156	14,349	35·7	

A.—NON-INDIGENOUS SCHOOLS.

5. Full passes were gained as below:—

Class of institution.	FULL PASSES. 1898-99.														
	Lower Primary.						*Upper Primary.*						*Total.*		
	I		Total.	II		Total.	III		Total.	IV.		Total.	Boys.	Girls.	Total.
	Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Government and Municipal schools.	353	3	356	415	1	416	361	...	361	316	...	316	1,445	4	1,449
Registered Grant-in-aid schools.	1,057	250	1,307	1,043	202	1,250	934	189	1,123	552	105	657	3,591	746	4,337
Total ...	1,410	253	1,663	1,463	203	1,666	1,295	189	1,484	868	105	973	5,036	750	5,786

Class of institution.	FULL PASSES. 1899-1900.														
	Lower Primary.						*Upper Primary.*						*Total.*		
	I		Total.	II		Total.	III		Total.	IV		Total.	Boys.	Girls.	Total.
	Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.				
1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Government and Municipal schools.	376	2	378	435	2	437	440	1	441	359	...	359	1,610	5	1,615
Registered Grant-in-aid schools.	1,207	279	1,486	1,171	211	1,382	1,030	209	1,239	689	84	773	4,097	783	4,880
Total ...	1,583	281	1,864	1,606	213	1,819	1,470	210	1,680	1,048	84	1,132	5,707	788	6,495

Anglo-Vernacular primary passes.

6. Primary schools are divided into two classess: A—*Non-indigenous*; B—*Indigenous*. The above table deals with the former; they are the Anglo-Vernacular Primary schools of the Province, and the latter are the Vernacular. The passes in the former have increased on the whole slightly, both for boys and girls. All classes of schools, Government, Municipal and Aided, have contributed to the rise. No one division or district shows any appreciable fluctuation. The improvement in passes by Standard IV is satisfactory; a pupil on passing this standard leaves the Primary department and enters the Middle, if he continues

his education, and it is very necessary that he should enter with a good grounding.

B.—INDIGENOUS SCHOOLS.

Burmese.

7. The following are the general statistics of Burmese Indigenous schools :—

Schools.	1898-99. Public schools. *Aided.* 2,315 Boys.	Girls.	Total	*Unaided.* 1,540 Boys.	Girls.	Total.	*Total.* 3,855 Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10
Pupils	62,617	15,807	78,424	28,489	2,002	30,491	91,106	17,809	108,915
Full passes I ...	19,728	5,397	25,125	...	...	...	19,728	5,397	25,125
Full passes II ...									
Full passes III ...	3,482	599	4,081	...	...	...	3,482	599	4,081
Full passes IV ...									
Grants paid ...	Rs. 143,060								
Grants earned ...	168,241								
Certificated Managers ...	108								
Itinerant Teachers ...	165								
Certificated Assistant Teachers.	6								

Schools.	1899-1900. Public schools. *Aided.* 2,575 Boys.	Girls.	Total.	*Unaided.* 1,040 Boys.	Girls.	Total.	*Total.* 3,615 Boys.	Girls.	Total.	Increase.	Decrease.
1	11	12	13.	14	15	16	17	18	19	20	21
Pupils	71,634	19,850	91,484	21,528	1,210	22,738	93,162	21,060	114,222	5,307	...
Full passes I ...	24,517	7,043	31,560	...	...	...	24,517	7,043	31,560	6,435	...
Full passes II ...											
Full passes III ...	4,230	632	4,862	...	...	...	4,230	632	4,862	781	...
Full passes IV ...											
Grants paid ...	Rs. 1,60,749									17,689	...
Grants earned ...	2,23,052									54,811	...
Certificated Managers ...	112									4	...
Itinerant Teachers ...	171									6	...
Certificated Assistant Teachers.	3									...	3

Analysis of the above table.

8. There is a very considerable rise all round. The number of *Aided* schools has increased by 260 and the attendance by 13,060, while the *Unaided* schools have decreased by 500 and 7,753 in number and in attendance respectively.

Northern circle.

In the Northern circle 449 *public unaided, i.e., probationary schools*, with an attendance of 5,915, were transferred to the *private* list. All these are monastic and failed to avail themselves of the long and patient probation given them. A very large number of the Managers do not wish registration.

Passes.

The increases in passes has been very satisfactory. Lower Primary have increased by 6,435 and Upper by 781.

Grants earned and paid.

These show an increase of Rs. 54,811 and Rs. 17,689 respectively.

Itinerant and certificated teachers.

Certificated Managers increased by four (this number might be much larger), and six more Itinerant teachers were appointed. The number of certificated assistants was reduced by 3. As the Itinerant and Pupil-teacher system gain ground, the need for certificated assistants paid specially by Government will become less.

9. The following statement gives the number of Itinerant teachers in each division for the past two years :—

Division.	Number of Itinerant Teachers.	
	1898-99.	1899-1900.
Arakan	19	20
Irrawaddy	27	28
Pegu	27	29
Tenasserim	21	23
Mandalay	15	17
Sagaing	20	21
Meiktila	16	18
Minbu	25	25
Total ...	170	181

Analysis of above table.

As will be seen from the above, the number has been increased by 11; it will be necessary to still more increase this useful body of men.

Extension of system to Karen schools.

We are gradually extending the system to Karen schools, *which sadly need the extra supervision*. The Karen Deputy Inspectors need the assistance of Itinerant teachers, both to help them for teaching and supervising existing schools, and for bringing more schools on the register, which are needlessly on the private list.

10. (*a*) The Itinerant teachers have done much to improve and extend Primary education. But the work is getting more and more difficult for them as schools are being brought over from the private to the public list. The township has up to the present been taken as the unit for which an Itinerant teacher is responsible, but this will have to be changed.

The work of Itinerant teachers.

(*b*) Of course, the appointment of Itinerant teachers, or increase in their number, means increased expenditure for—

Absolute need for funds to meet progress.

(i) Salaries. | (ii) Grants.

If proper provision is not made for grants to be given to the new schools brought on the list, the schools will give up work and lapse into the private list. This is a point that must be always borne in mind, and there must be no hesitation or delay in providing the necessary funds. A sufficient staff of Itinerant teachers, and of Results-grants to meet the demand, mean progress in Primary education, and the expenditure itself is a healthy sign. Any stinting of funds will mean

retrogression, and to this the Government has to make up its mind. The present state of the Thayetmyo and Sandoway districts is a painful case in point. It is absolutely useless for Itinerant teachers to bring schools on to the public register if there are no funds to pay them the grants they earn, and in full. No payment, and part payment are equally bad. Men must feel that keeping a school means a livelihood, or they will not keep one, and if they are paid only a part of what they have earned, they think they have been induced to work on false pretences, and are being in some way defrauded of the dues they have earned by hard work.

Critical state of Thayetmyo and Sandoway districts.

11. (*a*) The progress of Vernacular Primary education in Rangoon, Mandalay, and Moulmein Towns is very satisfactory. There is progress all round. In *Rangoon Town* especially the work done by the Deputy Inspector of Schools, Maung Ba, is strikingly good, and is an example of what may be done.

Mandalay shows improvement under Maung Kyaw Yan; but he has much opposition from the monks to deal with, and in consequence the number of monastic schools on the public list is not as large as I should like to see it.

Moulmein Town should do much better. The Deputy Inspector of Schools, Maung Weik, might do a great deal more for the progress of Vernacular Primary education. It is utterly useless for a Deputy Inspector to shelter himself behind a statement that "Anglo-Vernacular education prospers at the expense of Vernacular." This is a comfortable theory, but it is totally untenable. It is not creditable that Vernacular education is not much better, both in numbers and in passes. The fact that in a large town like Moulmein, only three "Kindergarten" and Object-lesson" classes exist, is a sign of something more than the competition of Anglo-Vernacular education. The attention of the Inspector of Schools, Eastern circle, is called to this. It would be well if the example of Rangoon Town were followed.

(*b*) *Thatôn* district shows advance all round. But in this district, as in the Eastern circle, the opening of "Kindergarten and Object-lesson" classes is far behind what it ought to be. The whole of this district has only one class. Very ordinary attention to this important branch of work, and very little energy, would put it on the same flourishing footing that it has attained in the other circles.

Toungoo improved considerably, but suffered so heavily from *pro ratâ* reduction in grants, that I fear all the ground gained will be lost.

Tavoy and Mergui districts need much more close attention. The Deputy Inspector of Schools ought to do much more towards working them up. Small gains in the towns are counterbalanced by heavy losses in the townships. Tavoy town should do much better.

Amherst, in spite of heavy *pro ratâ* reductions in grants, has progressed. Female education particularly has done well. "Kindergarten and Object-lesson" classes might be more numerous.

The work of the Itinerant teachers in the Yamèthin district has not been supervised by the Deputy Inspector of Schools as well as it ought to have been. He has rested contented with easy work on their part, as shown by a very small addition to the public list. "Kindergarten and Object-lesson" classes should have made much more progress. There was not a single pass gained in them.

(*c*) The Central circle shows marked improvement all round in every district.

Hanthawaddy especially has felt the benefit of having two Deputy Inspectors instead of one: the work was far more than one man could do with any justice to the educational needs of the district.

Thayetmyo is in a very unfortunate position, and the Deputy Inspector of Schools, Maung Tun Zan U, deserves great credit for what he has done in spite of the difficulties he has had to contend with. The limits of the district have been considerably increased; but the money available for actually meeting what has been earned, to say nothing of extending Primary education, is far below what is needed. The *pro ratâ* reduction has been heavy and discouraging, amounting to nearly 50 per cent., and if funds are not forthcoming, two Itinerant teachers from two

backward parts will have to be removed, and Primary education in them be left to get on as best it can.

Minbu and Magwe have made decided progress all round.

(*d*) The Western circle has likewise improved all round except in Akyab, where, though there is a small increase, it is far too small compared with the expenditure. Steps are being taken to remedy this.

Akyab Town is far more backward than it should be, and reflects very little credit on the Deputy Inspector of Schools, in spite of the fact that he spends most of his time at headquarters. The supervision and control of the Itinerant teachers by the Deputy Inspector has been very poor indeed. Rathedaung township had two Itinerant teachers and lost nine schools from the Aided list, a record for the Province. The monks in Arakan generally are very indifferent and give us little or no help.

In the *Kyaukpyu* district *An* and *Ramree* townships show progress, but there is little elsewhere. The monks are ignorant and apathetic, and a large proportion of the inhabitants fishermen, from whom we can expect very little.

The *Sandoway district* is much more hopeful. Female education does well. Schools, attendance, and passes have gone up. The progress is all the more remarkable, as it has been obtained in spite of a *pro ratâ* reduction of 50 per cent. in the grants. This district, like Thayetmyo, needs special treatment and early attention, if Primary education is to do anything at all. Itinerant teachers will have to be got rid of, and schools will close.

The *Irrawaddy division* shows advance all round, but the money available, bearing in mind that Burman and Karen education has to be provided for, is not enough. Reductions in grants are causing much discouragement and are hampering us in providing the means for spreading Primary education. Henzada and Thôngwa suffered heavily last year, and will, I fear, suffer again this. Both these districts can well afford to contribute more. Under the present conditions steady progress is impossible. Educational budgets are stinted in these districts, while other departments in them find it difficult to spend their balances.

The *Bassein district* has done well all round. The Deputy Inspector of Schools, Maung Kyauk Lôn, has done his own work well and he has seen that the Itinerant teachers under him did theirs. Female education has progressed even better than that for boys. "Kindergarten and Object-lesson" classes need special attention; neither in numbers nor in passes are they satisfactory.

Bassein Town has not progressed; it is quite time the Municipality contributed more towards education, and steps are being taken to see that the next budget provides more. There is an unwillingness on the part of the Committee that is hampering education in the town. The contribution has been below the minimum of 5 per cent.; it will be seen that for a town in which education has been so liberally provided, the contribution is far too small, and shows but little interest on the part of the Committee in education. This is all the more surprising when it is remembered that Provincial funds have relieved the Municipality of the cost of Karen education.

The amount contributed from the District Cess to Municipal Funds is hampering work seriously in the Bassein district. I regret I cannot regard the educational policy of the Municipality as satisfactory. It has no difficulty, I would point out, on other works in the town.

(*e*) In the *Northern circle* schools have increased 4 per cent., attendance 15 per cent., and passes 18 per cent. respectively. There was during the year a large transference of public Unaided schools to the private list; *they are all monastic.* They were brought on to the register on probation in previous years and given every encouragement and chance. The Managers now decline to register them.

Mandalay Town has done well in spite of the opposition of the monks who nave taken several schools off the register. These schools were registered some years ago, and in spite of all the help we have given them, are unwilling to remain. On the other hand, some monks have not only remained, but others are doing all in their power to qualify by the very low standard required for registration.

It is interesting to note that the schools that decline to remain have an average attendance of three pupils. There are 827 private monastic schools of this type in the town.

All the districts in this circle show progress. Some of them decided and others slight.

Shwebo might do better, and so might the *Lower Chindwin*, which has been sadly neglected by the late Deputy Inspector of Schools, Maung Tun Hla (1), now transferred.

The progress in the *Upper Chindwin and Myitkyina* districts is creditable. I would point out, however, that Bhamo, Katha, and Myitkyina form an impossible charge for one man. Primary education cannot make the progress it might: much more might be done if another Deputy were appointed.

Meiktila and Kyaukse have made great strides, and the time has come to place each district under a separate Deputy Inspector.

The *Natogyi*, *Salè* and *Pagan* townships of the *Myingyan* district have gone back somewhat; the last, it is reported, owing to sickness. The loss has chiefly been due to monastic opposition. The result is that this district does not show the same progress as the others.

The same remark applies to *Pakôkku*. The number of Aided schools has decreased, though the attendance remains about the same and the passes have gone up. *It is too large for one Deputy Inspector to manage*: the distances to be covered are too great.

The *Myaing* township has gone back. Not only was the work of the Itinerant teacher bad, but the schools are all monastic, and the monks know little or nothing and are quite indifferent.

The Deputy Inspector, Maung Ngwe Zin, is a capable man, and under him I hope the district will advance.

C.—SPECIAL CLASSES.

12. The following are the general statistics of Mahomedan, Karen, Tamil, Kachin, Chin and Talaing schools for the province:—

	1898-99.								
	PUBLIC SCHOOLS.								
	Aided.			*Unaided.*			*Total.*		
Schools ...	504			169			673		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10
Pupils ...	10,346	5,222	15,568	2,915	768	3,683	13,261	5,990	19,251
Full passes—I } ...	3,209	1,622	4,831	...	...	...	3,209	1,622	4,831
Full passes—II }									
Full passes—III } ...	964	460	1,424	...	...	...	964	460	1,424
Full passes—IV }									
Grants paid ...	Rs. 30,825								
Grants earned ...	Rs. 37,487								
Certificated Managers	27								
Itinerant Teachers ...	5								
Certificated Assistant Teachers.	1								
Karen Certificated Teachers.	143								

	1899-1900.									Increase.	Decrease.
	Public schools.										
	Aided.			*Unaided.*			*Total.*				
Schools ...	540			164			704			31	...
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
1	11	12	13	14	15	16	17	18	19	20	21
Pupils ...	11,182	5,607	16,789	2,962	697	3,659	14,144	6,304	20,448	1,197	...
Full passes I Full passes II ...	3,606	1,708	5,314	..	...	...	3,606	1,708	5,314	483	...
Full passes III Full passes IV ...	997	492	1,489	...	...	...	997	492	1,489	65	...
Grants paid ...	Rs. 35,389									4,564	...
Grants earned ...	Rs. 41,744									4,257	...
Certificated Managers	57									30	...
Itinerant Teachers .	10									5	...
Certificated Assistant Teachers.	3									2	...
Karen Certificated Teachers.	60									...	83

Details of the above table.

The above table shows that each year we are making progress with the special and backward classes. There are increases in every particular except in the number of Karen certificated teachers. The appointment of these depends upon the funds available, and in consequence fluctuates. In many cases we have found their work very unsatisfactory, and the money spent on them wasted, so we have appointed Itinerant Teachers to supervise and stimulate Primary education among them.

Passes.

The increase in passes is especially satisfactory in Standards I and II. They naturally fall off in Standards III and IV, because among backward and aboriginal tribes the higher sections of primary education have not as yet made way as the lower have.

Grants earned.

It is very satisfactory to know that the grants *earned* were higher. Though the grants *paid* were higher, it will be seen that both this year and last, those paid have fallen short of those earned by about Rs. 6,000 to Rs. 7,000.

As I have pointed out elsewhere, this is discouraging to Managers, and does more than anything else to injure existing primary education and to retard the spread of it: men will not open schools or keep them up if they cannot be sure of a living by doing so.

(*a*) *Mahomedans.*

13. The following are the general statistics of Mahomedan schools :—

	1898-99.								
	PUBLIC SCHOOLS.								
	Aided.			*Unaided.*			*Total.*		
Schools ...	21			35			56		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10
Pupils ...	593	116	709	580	148	728	1,173	264	1,437
Full passes I } ...	129	23	152	...	...	...	129	23	152
Full passes II }									
Full passes III } ...	13	1	14	...	...	...	13	1	14
Full passes IV }									
Grants paid ...	Rs. 361								
Grants earned ...	Rs. 449*								
Certificated Managers	2								
Itinerant Teachers ...	2								
Certified Assistant Teachers.	...								

	1899-1900.									Increase.	Decrease.
	PUBLIC SCHOOLS										
	Aided.			*Unaided.*			*Total.*				
Schools ...	26			17			43			...	13
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
1	11	12	13	14	15	16	17	18	19	20	21
Pupils ...	786	102	888	307	52	359	1,093	154	1,247	...	190
Full passes I } ...	142	24	166	...	...	...	142	24	166	14	...
Full passes II }											
Full passes III } ...	15	1	16	...	...	...	15	1	16	2	...
Full passes IV }											
Grants paid ...	Rs. 730									369	...
Grants earned ...	Rs. 1,018									569	...
Certificated Managers	2									...	...
Itinerant Teachers ...	4									2	...
Certificated Assistant Teachers	2									2	...

* Excludes Rs. 355 for Upper Burma.

Mahomedan schools do not flourish, nor is there much demand for them. The bulk of them are on the private list, and teach nothing beyond the repetition of the Koran. A few give secular education and came over to the public list; but the bulk of the pupils who want secular education prefer joining the existing Burmese schools. It will be seen that the attendance has fallen off, and that the passes have increased by a very small amount.

Details of the above table.

The Itinerant Teachers appointed have been in Akyab, and they have done nothing. The failure there has been a disgrace to the Itinerant Teachers and to the Deputy Inspector of Schools. Steps have been taken to remedy this. The results do not justify the retention of the former, nor have the certificated assistant teachers been of any use.

Failure in Akyab.

In the Northern circle the schools are confined to Mandalay Town, Shwebo, and Meiktila. Both pupils and teachers are Mahomedans, but the language taught is Burmese and not Urdu. It would be better to class these as Burmese, as it is the language that settles the classification.

Northern circle.

(*b*) *Karens.*

14. The following are the general statistics of Karen Indigenous schools:—

	1898-99.								
	PUBLIC SCHOOLS.								
	Aided.			*Unaided.*			*Total.*		
Schools ...	429			102			531		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10
Pupils ...	8,522	4,778	13,300	1,633	565	2,198	10,155	5,343	15,498
Full passes I } Full passes II } ...	2,662	1,506	4,168	...	...	...	2,662	1,506	4,168
Full passes III } Full passes IV } ...	866	427	1,293	...	...	...	866	427	1,293
Grants paid ...	Rs. 27,331								
Grants earned ...	Rs. 32,999								
Certificated Managers	25								
Itinerant Teachers ...	3								
Certificated Assistant Teachers.	1								
Karen Certificated Teachers.	143								

	1899-1900.									Increase.	Decrease.
	PUBLIC SCHOOLS.										
	Aided.			*Unaided.*			*Total.*				
Schools ...	459			110			569			38	...
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
1	11	12	13	14	15	16	17	18	19	20	21
Pupils ...	8,818	5,155	13,973	1,816	597	2,413	10,634	5,752	16,386	888	...
Full passes I } ...	2,944	1,593	4,537	...	...	...	2,944	1,593	4,537	369	...
Full passes II }											
Full passes III } ...	880	448	1,328	...	...	...	880	448	1,328	35	...
Full passes IV }											
Grants paid ...	Rs. 31,229									3,898	...
Grants earned ...	Rs. 35,947									2,948	...
Certificated Managers	54									29	...
Itinerant Teachers ...	5									2	...
Certificated Assistant Teachers.	1									...	...
Karen Certificated Teachers.	60									...	83

Details of the above table.

The increases in pupils and in passes is a sign of progress, though for the increase in number the passes should be more. Here as elsewhere the Lower Primary classes do more than the Upper Primary.

It will be seen that here also a difference exists between the grants earned and those paid, though the total of the amount allotted has increased.

Itinerant teachers.

The number of Itinerant teachers has increased by two; we are gradually increasing the number, as it is found that Itinerant teachers are very necessary. *Karen schools do not get nearly enough of supervision*, with the result that education is far behind what it ought to be in the villages.

Karen Hills, Toungoo district.

15. In the Toungoo district there are a large number of schools in the hills under the S. P. G., Roman Catholic, and American Baptist Mission. These need much more attention than they get. The Inspector of Schools, Eastern Circle, should arrange for a long, thorough tour among them, and find out from *personal* inspection what is wanted in the way of assistance to these Missions, to whom the Province owes the introduction of primary education into those parts.

Reduction in grants.

16. Karen education is confined to the Eastern, Central, and Western Circles. In all of these, but especially in the Eastern in the Toungoo district, it has suffered from *pro ratâ* reductions of grants. In Toungoo there was a 50 per cent. reduction. In spite of this, figures have kept up in a manner highly creditable to the Karens, showing their desire for education, and the readiness to contribute for its support. Prome for the first time has two schools, both opened during the year. Thatôn shows considerable progress, especially among non-Christian Karens. Tavoy is backward. Karen education in the Central and Western Circles is in a very good state. The Henzada district is recovering from last year's depression in schools, pupils, and passes, though it still needs closer attention on the part of the Deputy Inspector of Schools: things should be much better. In the three circles the education of Karens is carried on by the Roman Catholic and American Baptist Missions and by the Karens themselves. To supply teachers for its village schools, the Roman Catholic Mission opened a Normal school at Myaungmya, which has since been removed to Thônzè. It intends opening a Normal school at Bassein for women teachers.

Non-Christian Karens.

17. Special attention has been paid to the needs of non-Christian Karens; they are found in every district. In some cases, if a Christian school is near by, non-Christians will send their childern to it, but they prefer having their own schools, and only need looking up and encouraging. Two non-Christians have joined the Government Normal School at Moulmein for training, and we hope to get more.

18. The following table shows that non-Christian Karens are in earnest and are progressing. It was only lately that any attempt was made to find out the needs of these people, and the result has been very encouraging.

The following statement shows the number of schools attended by Christian and non-Christian Karens, with statistics relating to attendance of pupils, passes gained, &c.:—

	1899-1900.			
	Christian Karen.		Non-Christian Karen.	
Schools (public)	432.		137.	
	Boys.	Girls.	Boys.	Girls.
Pupils	5,284	3,888	5,350	1,864
Full passes ... Standard I	937	610	837	368
Standard II	713	466	457	149
Standard III	438	262	197	53
Standard IV	197	113	48	20
Standard V	43	17	12	6
Standard VI	15	2	...	...
Standard VII	...	...	...	...
Total ...	2,343	1,470	1,551	596

(c) *Tamils and Telegus.*

19. The following are the general statistics of Tamil schools:—

	1898-99.								
	Public schools.								
	Aided.			*Unaided.*			*Total.*		
Schools	38.			5.			43.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10
Pupils	843	273	1,116	93	52	145	936	325	1,261
Full passes I ...	271	76	347	...	...	...	271	76	347
Full passes II ...									
Full passes III ...	61	27	88	...	...	...	61	27	88
Full passes IV ...									
Grants paid ...	Rs. 2,535								
Grants earned ...	Rs. 2,656*								
Certificated Managers ...	...								
Itinerant Teachers ...	...								
Certificated Assistant Teachers.	...								

	1899-1900.									Increase.	Decrease.
	Public schools.										
	Aided.			*Unaided.*			*Total.*				
Schools ...	35			9			44			1	...
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
1	11	12	13	14	15	16	17	18	19	20	21
Pupils	918	285	1,203	111	28	139	1,029	313	1,342	81	...
Full passes I ...	328	67	395	...	...	...	328	67	395	48	...
Full passes II ...											
Full passes III ...	85	40	125	...	...	...	85	40	125	37	...
Full passes IV ...											
Grants paid	Rs. 2,742									207	...
Grants earned ...	Rs. 3,385									729	...
Certificated Managers ...	1									1	...
Itinerant Teachers ...	1									1	...
Certificated Assistant Teachers.	...									...	...

* A supplementary grant of Rs. 95 was passed later in the year and excludes Rs. 56 for Upper Burma.

Details of the above table.

(*a*) The number of pupils and passes has gone up and the increase in the grants earned is a fairly satisfactory sign of progress. These schools are confined to Rangoon, Moulmein, and Mandalay Towns and to the Hanthawaddy and Amherst districts.

(*b*) An Itinerant teacher works in Moulmein Town with fair success, but the one appointed for Rangoon had to be dismissed, as his work produced no results. In Rangoon and elsewhere the Tamils prefer joining English schools: those who do not, have a rooted objection, backed up by an enormous amount of unreliable excuses, to paying fees and supporting their teachers.

Schools not self-supporting.

(*c*) Till Tamil and Telugu schools follow the example of Burmese and Karen ones and make themselves self-supporting on fees and grants, it is not worth while taking any notice of them. Pampering Tamil schools, Anglo-Vernacular or Vernacular, and allowing remissions, large or small, in fees is, I am sure, a serious mistake. The Tamils must be taught to support the schools they attend, and to back up their desire for education by paying for it like any one else.

Absorption of Vernacular schools by Managers of Anglo-Vernacular schools.

(*d*) There is one serious cause of the decrease and a difficulty in extending work. Managers of Anglo-Vernacular schools under both Mission and lay management are in the habit of taking over Vernacular Primary schools bodily to swell the number in their Anglo-Vernacular schools, the teacher being taken on on a fixed salary to compensate him. This method is peculiar and certainly does not conduce to the spread of Vernacular or to the improvement of Anglo-Vernacular education.

(*d*) *Kachins.*

20. The following are the general statistics of Kachin schools for the year under report :—

	1898-99.								
	Public schools.								
	Aided.			*Unaided.*			*Total.*		
Schools ...	1			...			1		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10
Pupils ...	35	10	45	...	...	...	35	10	
Full passes I } ...	17	3	20	...	...	...	17	3	
Full passes II }									
Full passes III } ...	8	3	11	...	...	...	8	3	11
Full passes IV }									
Grants paid ...	Rs. 331								
Grants earned ...	Rs. 358								
Certificated Managers	...								
Itinerant Teachers ...	...								
Certificated Assistant Teachers.	...								

	1899-1900.									Increase.	Decrease.
	Public schools.										
	Aided.			*Unaided.*			*Total.*				
Schools ...	1			...			1			...	...
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
1	11	12	13	14	15	16	17	18	19	20	21
Pupils ...	56	13	69	...	...	...	56	13	69	24	...
Full passes I } ...	11	4	15	...	...	...	11	4	15	...	5
Full passes II }											
Full passes III } ...	13	3	16	...	...	...	13	3	16	5	...
Full passes IV }											
Grants paid ...	Rs. 358									27	...
Grants earned ...	Rs. 447									89	...
Certificate Managers	...									...	...
Itinerant Teachers ...	...									...	...
Certificated Assistant Teachers.	...									...	...

Details of the above tables.

The above table is unsatisfactory. There is only one, and has been only one, Kachin school, when there ought to be several more. The one school is that kept by the A. B. Mission at Bhamo. Considering the long time it has been at work, having passed pupils at the Teachers' Tests, and having had a Normal department attached to it specially for the training of teachers, it is strange that not only are the teachers for the school itself Burmans or Karens imported from Lower Burma, but that none have been sent out to open primary education in the villages.

Spread of education in the villages.

In the Bhamo school the numbers have increased, but the passes by Standards I and II have fallen by five, and increased by only five in Standards III and IV. So little has been done towards spreading primary education, that the Department has had to take the business into its own hands, and schools, with qualified teachers, are to be opened in five villages. I hope that next year's report will show decided progress, and the spread of primary education among the Kachins.

(*e*) *Chins.*

21. The following are the general statistics of Chin schools for the year under report :—

	1898-99.								
	Public schools.								
	Aided.			*Unaided.*			*Total.*		
Schools ...	5			1			6		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10
Pupils	83	35	118	7	3	10	90	38	128
Full passes I } ...	40	14	54	...	...	...	40	14	54
Full passes II }									
Full passes III }	16	2	18	...	...	...	16	2	18
Full passes IV } ...									
Grants paid ...	Rs. 267								
Grants earned ...	Rs. 591								
Certificated Managers	...								
Itinerant Teachers ...	...								
Certificated Assistant Teachers.	...								

	1899-1900.									Increase.	Decrease.
	Public schools.										
	Aided.			*Unaided.*			*Total.*				
Schools ...	6			...			6			...	...
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
1	11	12	13	14	15	16	17	18	19	20	21
Pupils ...	70	27	97	...	...	...	70	27	97	...	31
Full passes I } ...	21	11	32	...	...	...	21	11	32	...	22
Full passes II }											
Full passes III } ...	13	4	17	...	...	...	13	4	17	...	1
Full passes IV }											
Grants paid ..	Rs. 95									...	172
Grants earned ...	Rs. 130									...	461
Certificated Managers	...									...	...
Itinerant Teachers ...	...									...	...
Certificated Assistant Teachers.	...									...	...

Details of the above table.

There is decrease all round in Chin schools. Education among Chins is almost entirely in the hands of the A. B. Mission.

Teaching of English.

I think it is a great pity that in Thayetmyo the Chins are taught English, and I trust that the new school for Chins, about to be opened in Haka, will be purely a Vernacular one, teaching Burmese. Similarly, a mistake has been made in teaching English to the Chins at Sandoway. What might be good Vernacular have become indifferent English schools.

Vernacular schools.

A Vernacular school has been opened during the year at Palagya, Myebôn, in the Kyaukpyu district, under a woman teacher. In the Sandoway district there are six schools, with an attendance of 98 pupils, under the A. B. Mission. There is an increase of one school, but a decrease of 20 pupils, which may possibly be accounted for by the change of the Vernacular school in the term to an Anglo-Vernacular one. The work in these schools is very poor. They are kept open just long enough to enable them to earn a grant and are closed for half the year or more. This is apparently done to save the Mission the cost of the teachers' salaries. The schools need much more close supervision, and in fact the work of primary education among the Chins needs to be taken up with more earnestness and vigour.

(*f*) *Talaings.*

22. The following are the general statistics of Talaing schools for the year under report :—

	1898-99.								
	PUBLIC SCHOOLS.								
	Aided.			*Unaided.*			*Total.*		
Schools ...	10			26			36		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10
Pupils ...	270	10	280	602	...	602	872	10	882
Full passes I } Full passes II } ...	90	...	90	...	...	...	90	...	90
Full passes III } Full passes IV } ...	...	...	...	...	...	...	...	...	...
Grants paid ...	...								
Grants earned ..	Rs. 432								
Certificated Managers	...								
Itinerant Teachers ...	...								
Certificated Assistant Teachers.	...								

	1899-1900.									Increase.	Decrease.
	PUBLIC SCHOOLS.										
	Aided.			*Unaided.*			*Total.*				
Schools ...	13			28			41			5	...
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls	Total		
1	11	12	13	14	15	16	17	18	19	20	21
Pupils ...	534	25	559	728	20	748	1,262	45	1,307	425	...
Full passes I } ...	168	13	181	...	...	...	168	13	181	91	...
Full passes II }											
Full passes III } ...	...	...	...	...	...	...	...	...	...	...	...
Full passes IV }											
Grants paid ...	Rs. 235									235	...
Grants earned ...	Rs. 817									385	...
Certificated Managers	...									...	...
Itinerant Teachers ...	...									...	...
Certificated Assistant Teachers.	...									...	...

Details of the above table.

Talaings are found in the Amherst and Thatôn districts, and work among them shows a very decided advance during the year, though the passes by Standards I and II (we have not got beyond the Lower Primary stage as yet) do not keep pace quite with the increase in pupils. Education among the Talaings is growing and becoming more popular. Burmese is rightly the language taught; it being explained through the medium of Talaing. As Managers as well as pupils have to be taught, the progress is necessarily slow.

The Sub-Inspector of Schools, Mg. So Pe, has done good work.

SECTION VI.

SPECIAL INSTRUCTION.

Under this head come—

A.—Training schools for teachers.

B.—Technical schools.

C.—Professional schools.

2. The following are the statistics for the last two years :—

Class of institution.	1898-99.		1899-1900.	
	Schools.	Pupils.	Schools.	Pupils.
Training schools for masters ...	4	142	5	176
Training schools for mistresses ...	5	84	5	94
Law schools	...	...	...	...
Engineering and Survey schools ...	22	491	22	591
Industrial schools	1	36	2	129
Other schools	12	361	14	462
Total ...	44	1,114	48	1,452

There is an increase of 4 in the number of schools, and a considerable rise in every branch in the number attending.

3. A.—*Training schools for Teachers*—

Name of Schools.	1898-99.		1899-1900.	
	Schools.	Pupils.	Schools.	Pupils.
Normal School, Moulmein	1	49	1	64
Normal Baptist College, Rangoon	1	76	1	72
Normal American Baptist Mission Burmese Girls' School, Kemmendine.	1	32	1	30
Normal St. John's Convent, Rangoon ...	1	14	1	15
Normal St. Mary's S. P. G. School, Rangoon ...	1	20	1	19
Normal American Baptist Mission School, Moulmein.	1	13	1	17
Rangoon Catholic Mission School, Thônzè ...	1	5	1	25
American Baptist Mission Kachin School, Bhamo	1	12	1	5
E. W. M. School, Mandalay	1	5	1	13
St. John's College, Rangoon	...	...	1	10
Total ...	9	226	10	270

Inspection of Normal schools.

4. The plan of placing all the Normal schools under one Inspector of Schools for supervision and inspection has been successful. It has raised the quality of work and induced a very wholesome unformity of standard and of method. Mr. Wedderspoon, Inspector of Schools, Central Circle, deserves much credit for his work in connection with the schools. He has an intimate acquaintance with the details of Normal training, and takes a pride in making the Normal schools under him sound in work and successful.

Object for which Normal schools were sanctioned, not carried out by certain Missions.

5. One Normal school, St. John's S. P. G., has been added to the list. The American Baptist Mission Normal school for Kachins and the Wesleyan Mission school do not seem to be fulfilling the purpose for which they were established, namely, to supply teachers for their schools at headquarters and in the villages. Neither Mission has schools to which teachers can be sent: the attention of the Managers has been called to this. If something is not done, it would be well to withdraw the grants. The expectations the Wesleyan Mission held out in connection with the Girls' Normal school, have not been realized.

Attendance in Anglo-Vernacular classes.

6. The attendance in the Anglo-Vernacular branch of the Normal schools is not as large as it ought to be, in spite of everything having been done to make the course attractive. As this question has been discussed, and is now under discussion, it will not be necessary to refer further to it here, beyond saying that something will have to be done if the Normal schools are to justify their expenditure in that branch.

Vernacular classes.

7. The Vernacular branch does well all round, and is supplying teachers for the province in a very satisfactory manner.

Effect of recent changes in the course.

8. The changes referred to in paragraph 41 of last year's report have been introduced and have been found to work well. They make *practical* training more thorough, and ease the strain on the pupils.

Want of proper equipment.

9. Mr. Wedderspoon points out that the Normal classes are sadly deficient in apparatus. With the exception of one school, no attempt seems to have been made to collect even common objects for Object-lessons. Even maps and pictures are fewer than they ought to be.

10. The following are the results of the annual examination of the first and second year Normal classes:—

(*a*) *Anglo-Vernacular.*

Name of school.	Secondary grade.								Primary grade.							
	1898-99.				1899-1900.				1898-99.				1899-1900.			
	First year.		Second year.		First year.		Second year.		First year.		Second year.		First year.		Second year.	
	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.
Government Normal School, Moulmein.	6	4	1	1	2	1	5	3	...	...	...	...	...	...	...	...
St. John's Convent Normal School, Rangoon.	4	4	2	2	..	...	6	5	...	...	...	...	...	...	...	...
Baptist Mission Normal School, Rangoon.	18	8	9	5	13	8	7	7	8	4	9	6	24	14	4	1
St. John's College Normal School, Rangoon.	...	...	...	...	...	...	4	4	...	...	...	...	...	...	...	...
Total ...	28	16	12	8	15	9	22	19	8	4	9	6	24	14	4	1

(*b*) *Vernacular.*

Name of school.	Secondary grade.								Primary grade.							
	1898-99.				1899-1900.				1898-99.				1899-1900.			
	First year.		Second year.		First year.		Second year.		First year.		Second year.		First year.		Second year.	
	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.
Government Normal School, Moulmein.	20*	19*	9*	9	9	7	22	19	...	...	...	...	...	...	...	...
Morton Lane Girls' School, Moulmein.	5	5	1	1	6	5	6	6	...	...	...	...	...	...	...	...
Baptist Mission Normal School, Rangoon.	3	3	3	3	7	5	4	3	...	...	...	...	...	...	...	...
A. B. M. Burmese Girls' School, Kemmendine, Rangoon.	5	5	12	11	8	7	5	5	...	...	...	...	...	...	...	...
St. Mary's S. P. G. School, Rangoon.	6	6	7	2	5	2	4	3	...	...	...	...	...	...	...	...
R. C. M. School, Thônzè ...	5	4	...	...	4	2	4	3	...	...	...	...	...	...	...	...
A. B. M. Kachin School, Bhamo	4	4	2	1	...	...	4	3	...	...	...	...	...	...	...	...
E. W. M. School, Mandalay ...	...	...	...	...	5	5	...	...	5	5	...	...	7	5	...	...
Total ...	48	46	34	27	44	33	49	42	5	5	...	...	7	5	...	...

* Including Urdu candidates.

11. The results of the Final Teachers' Test, as far as the Normal schools are concerned, are here given:—

Name of school.	Anglo-Vernacular.									Vernacular.								
	Secondary grade.						Primary grade.			Secondary grade.						Primary grade.		
	1898-99.			1899-1900.			1898-99.		1899-1900.	1898-99.			1899-1900.			1898-99.		1899-1900.
	Presented.	Passed.	Qualified by the Primary grade.	Presented.	Passed.	Qualified by the Primary grade.	Presented.	Passed.	Presented. Passed.	Presented.	Passed.	Qualified by the Primary grade.	Presented.	Passed.	Qualified by the Primary grade.	Presented.	Passed.	Presented. Passed.
Government Normal School, Moulmein.	7	3	...	3	2	1	...	...	... ...	4	3	...	15	10	2	...	...	... ...
St. John's Convent Normal School, Rangoon.	8	5	1	9	7	1	...	...	... ...	...	...	...	...	...	...	...	...	... ...
A. B. M. Burmese Girls' Normal School, Kemmendine, Rangoon.	...	...	...	...	...	...	...	..	... ...	14	3	7	18	10	1	...	...	... ...
Morton Lane Girls' Normal School, Moulmein.	...	...	..	...	..	...	...	...	... ...	2	1	1	2	2	...	5	2	... ...
A. B. M. Normal School, Rangoon.	9	7	1	4	3	1	11	8	7 6	6	6	...	3	2	1	...	...	... ...
St. Mary's Normal School, Rangoon.	...	...	..	...	...	...	...	...	... ..	7	2	2	5	3	...	...	...	5 2
St. John's College Normal School, Rangoon.	...	...	...	7	7	...	...	...	... ...	...	...	...	...	...	...	...	...	... ...
A. B. M. Kachin Normal School, Bhamo.	...	...	...	...	...	...	...	...	... ..	...	...	...	1	...	1	...	...	... ...
E. W. M. Normal School, Mandalay.	...	...	...	...	...	...	...	...	... ...	..	...	...	1	1	...	...	...	... ...
Total ...	24	15	2	23	19	3	11	8	7 6	33	15	10	45	28	5	5	2	5 2

The above table shows the results of the final examination for Normal students:—

Analysis of above table.

(*a*) The candidates for the Anglo-Vernacular secondary grade have slightly decreased. The decrease is due to the falling off in the number in the Government Normal school at Moulmein and the Baptist Normal school at Rangoon. This year, however, all obtained certificates, four being awarded certificates by the Primary grade. Six students obtained first classes, the Baptist College heading the list. The Baptist College is the only one that has Anglo-Vernacular Primary students. The numbers in this department have fallen.

(*b*) The passes by the Vernacular secondary grade have increased. Three students—two from the Government school, and one from the Baptist College, being placed in the first division, the latter winning the 'Copleston' prize.

(*c*) The A. B. M. Morton Lane School has closed its Primary department, and St. Mary's S. P. G. has opened one for its Karen pupils.

12. The following table shows the result of the Final Theoretical Tests for Teachers' certificates of the Anglo-Vernacular and Vernacular Secondary and Primary grades held in March 1900 (*outside candidates not trained at any Normal school*):—

Grade of examination.	Number of passes.	Division.		Government schools.		Municipal schools.		Grant-in-aid schools.		Deputy Inspector of Schools.	Clerks.	Itinerant Teachers.	Certificated Assistant Teachers.	School Managers (Lay and Monastic).	Students from (Lay and Monastic schools).	Pupil teachers.	Unemployed candidates.
		First division.	Second division.	Teachers.	Students.	Teachers.	Students.	Teachers.	Students.								
Higher grade ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Anglo-Vernacular Secondary grade.	38	3	35	2	...	2	...	26	...	1	...	1	...	...	...	...	6
Anglo-Vernacular Primary grade.	44	...	44	...	...	3	...	38	2	...	...	...	...	...	...	...	1
Vernacular Secondary grade (Burmese).	41	...	41	...	...	...	...	3	1	...	...	4	4	11	1	13	4
Vernacular Primary grade (Burmese).	90	2	88	1	...	...	...	6	5	...	...	...	19	49	4	1	5
Vernacular Secondary grade (Tamil).	1	...	1	...	...	...	...	...	...	...	...	...	...	1	...	...	...
Vernacular Primary grade (Tamil).	7	...	7	...	...	...	...	...	...	...	...	...	1	6	...	...	...
Total ...	221	5	216	3	...	5	...	73	8	1	...	5	24	67	5	14	16

13. The following statement shows the percentage of passes for the Final Theoretical Tests in the examinations for Teachers' certificates for the past two years:—

Grade of examination.	1898-99.						1899-1900.					
	Presented.		Passed.		Percentage of passes.		Presented.		Passed.		Percentage of passes.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Vernacular Primary ...	200	32	25	4	12·5	12·5	196	44	83	16	42·3	36·4
Anglo-Vernacular Primary ...	99	20	29	9	29·2	45·0	95	18	38	12	40·0	66·7
Vernacular Secondary ...	236	41	59(*a*)	12(*a*)	25·0	29·2	225	46	48(*d*)	22(*d*)	21·3	47·8
Anglo-Vernacular Secondary ...	69	22	32(*b*)	15(*b*)	46·3	68·1	81	27	36(*c*)	21(*c*)	44·4	77·8
Anglo-Vernacular Higher ...	8	1	4	1	50·0	100·0	5	2	2	1	40·0	50·0
Total ...	612	116	149	41	24·3	35·3	602	137	207	72	34·4	52·6

(*a*) In addition to qualified by the Primary grade.
(*b*) In addition two qualified by the Primary grade.
(*c*) In addition three qualified by the Primary grade.
(*d*) In addition five qualified by the Primary grade.

14. The following table shows the number of Pupil Teachers employed during the years 1898-99 and 1899-1900 in each division with the results of the examination:—

Division.	Number of Pupil Teachers.						Number of passes.					
	1898-99.			1899-1900.			1898-99.			1899-1900.		
	First year.	Second year.	Third year.	First year.	Second year.	Third year.	First year.	Second year.	Third year.	First year.	Second year.	Third year.
Arakan	5	6	...	12	4	5	1	...	...	9	1	...
Tenasserim	27	12	12	31	25	10	15	7	...	5	9	1
Pegu	42	30	14	56	27	15	28	15	2	18	13	5
Irrawaddy	43	29	18	60	26	18	22	18	2	33	12	6
Meiktila	36	13	6	15	27	10	27	11	...	8	17	1
Minbu	40	24	18	22	30	18	28	15	5	12	18	1
Mandalay	31	12	10	25	10	1	11	1	2	11	5	...
Sagaing	23	19	8	34	10	12	12	10	...	24	6	...
Total ...	247	145	86	255	159	89	144	77	11	120	81	14

Analysis of above table.

The number of Pupil Teachers employed is very little higher than last year. The passes, however, in the first year have decreased, and on the whole the percentage of passes in each year is far below what it ought to be.

Remarks on the system.

15. The Pupils Teachers' system is very popular and very useful. The Deputy Inspectors, Itinerant Teachers, and the Managers in whose schools Pupil Teachers are employed, need to realize more fully the need for better teaching for Pupil Teachers. The failures, judging from the marks, are not bad, but they are failures; a little more care and attention will change this.

Year's practical training in the Government Normal school.

The sending of Pupil Teachers, who have passed this final test, for a year's practical training to the Government Normal School at Moulmein, has turned out a great success, and is supplying the province with a very good set of Managers and Itinerant teachers.

B.—Technical Schools.

(*a*) *Industrial.*

16. *American Baptist Mission Bghai-Karen School, Toungoo.*—The following are the results of the year's work:—

Subjects.	1898-1899. Passes.				1899-1900. Passes.			
	IV.	V.	VI.	VII.	IV.	V.	VI.	VII.
Printing	6	1	...	...	4	1	1	...
Book-binding	3	1	1	1	7	...	...	...
Carpentry	3	4	1	...	3	...	3	1
Blacksmith	...	...	...	...	2	...	...	...
Weaving	7	3	...	...	4	5	...	1
Tin-smith	5	...	...	...	...	...	...	...
Total ...	24	9	2	1	20	6	4	2

This school progresses slowly. The numbers attending it are small, but the Inspector of Schools reports that the work is good. The passes in Standards IV and V have fallen.

Industrial schools at Chanthagôn.

17. The scheme of having an Industrial school at Chanthagôn has been abandoned, and the grants made for it have been refunded.

R. C. M. Chinese school, Mandalay.

18. The R. C. M. Chinese Mission at Mandalay opens an Industrial school next year for printing, carpentering, and blacksmiths' work.

19. The following table shows the passes in weaving and lace-making :—

Name of school.	1898-1899. Passes.				1899-1900. Passes.			
	IV.	V.	VI.	VII.	IV.	V.	VI.	VII.
St. Joseph's Convent (*Vernacular*) Mandalay ...	11	10	...	15	10	20	17	1
E. W. M. Girls' school (*Vernacular*) Mandalay	17	4	3	1	5	11	9	3
E. W. M Girls' school (*Vernacular*) Pakôkku ...	5	...	...	...	...	...	...	...
St. Mary's S. P. G. School, Rangoon (*Lace-making*).	.	..	...	...	8	4	2	7
Total ...	33	14	3	16	23	35	28	11

Weaving.

Weaving is taught in some girl's schools but only two last year presented pupils for examination. The Wesleyan Mission school at Pakôkku, owing to changes in the Mission, was closed and presented no pupils. This subject is not taken up seriously.

Lace-making.

Lace-making has been taken up by St. Mary's S. P. G. School, Rangoon.

Prome Road Technical school.

A technical school for orphan girls has been opened in Rangoon in connection with St. John's Convent. "Cutting out and dress-making," cookery, lace-making, and domestic economy are taught; other subjects are to be taken up.

(*b*) *Kindergarten and Slöjd.*

Kindergarten.

20. The average attendance at the various classes was as follows :—

Schools.	1898-1899. First year.	1898-1899. Second year.	1899-1900. First year.	1899-1900. Second year.
A. B. M. Anglo-Vernacular Tamil and Telugu Schools, Rangoon ...	14	18	21	18
Methodist Girls' School, Rangoon	13	13	27	18
A. B. M. Burmese Girls' School, Kemmendine	10	9	10	13
St. Joseph's Convent, Moulmein	9	8	8	9
Bghai-Karen School, Toungoo	...	...	12	...
St. Mary's S. P. G. Schools, Rangoon	17	9	45	2
St. John's Convent, Rangoon	16	6	25	15
Government High School, Moulmein	14	2	29	...
Morton Lane Girls' School, Moulmein	13	15	15	11
A. B. M. Pwo-Karen, Bassein	7	...	6	...
St. Anne's Convent, Akyab	...	...	22	...
Baptist College, Rangoon	11	13	26	...
Diocesan Girls' School, Rangoon	9	15	40	17
St. Joseph's Convent, Mandalay	55	15	31	24
Total ...	188	123	317	127

Analysis of above table.

There is an increase of two in the number of schools and a considerable increase in the attendance, especially in the first-year class. This is a very popular class of school and is on the increase. The Inspector reports that the work done shows a marked change for the better. The decline in numbers from 1st to 2nd year is due largely to the fact that children trained under this system often are fit to skip the second year and join Standard I at once.

21. Statement showing the passes gained by the *Kindergarten, Thinbôngyi*, and *Object-lesson* classes of the Indigenous schools.

District.	1898-1899.							1899-1900.						
		Passes.							Passes.					
		Kindergarten.		*Thinbôngyi.*		Object.			Kindergarten.		*Thinbôngyi.*		Object.	
	Schools.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Schools.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
BURMESE.														
Moulmein	20	1	3	91	34	91	34	2	16	3	16	3	16	3
Amherst	2	...	...	...	...	...	...	4	54	14	54	14	54	14
Thatôn	12	...	...	88	57	...	...	1	4	8	4	8	4	8
Toungoo	...	...	...	...	...	...	...	10	145	95	145	95	145	95
Tavoy	12	...	...	49	16	...	...	20	113	51	113	51	113	51
Mergui	11	...	...	78	11	...	...	3	15	16	15	16	15	16
Yamèthin	...	...	...	...	...	...	...	2	11	13	11	13	...	...
Rangoon	6	29	25	47	38	47	38	37	396	339	396	339	396	339
Hanthawaddy	50	277	146	277	146	32	20	29	166	153	166	153	166	153
Pegu	10	46	34	74	56	17	8	47	286	193	286	193	286	193
Tharrawaddy	18	132	36	...	...	...	.	6	62	23	62	23	62	23
Prome	8	47	28	100	50	47	28	6	34	14	47	20	34	14
Minbu	2	6	8	6	8	...	...	5	23	1	23	1	23	1
Magwe	11	9	5	65	5	9	5	7	11	2	11	2	11	2
Thayetmyo	4	34	18	34	18	34	18	10	68	26	68	26	68	26
Akyab	8	...	...	36	13	19	6	1	10	3	10	3	10	3
Kyaukpyu	...	..	...	...	...	...	...	...	...	...	...	...	...	..
Sandoway	...	...	...	...	...	...	...	2	25	10	25	10	25	10
Bassein	54	39	13	186	58	16	...	5	10	10	10	10	10	10
Thôngwa	17	54	34	70	36	6	2	17	71	54	71	54	71	54
Myaungmya	21	114	51	114	51	31	36	15	47	18	47	18	47	18
Henzada	19	30	7	83	49	27	15	29	112	67	112	67	112	67
Mandalay Town	5	27	23	27	23	27	23	52	175	155	175	155	175	155
Mandalay district	13	12	23	12	23	12	23	23	69	107	69	107	69	107
Katha	...	.	...	...	...	...	...	...	...	...	...	...	...	...
Bhamo	...	...	...	...	...	...	...	4	7	12	7	12	7	12
Myitkyina	...	...	...	...	...	...	...	1	5	...	5	...	5	...
Ruby Mines	...	...	...	...	...	...	...	4	15	10	15	10	15	10
Sagaing	13	25	30	25	30	25	30	30	108	87	108	87	108	87
Shwebo	...	...	...	...	...	...	...	15	69	35	69	35	69	35
Lower Chindwin	13	45	11	45	11	45	11	27	93	86	93	86	93	86
Upper Chindwin	...	..	...	...	...	..	...	6	34	15	34	15	34	15
Kyaukse	...	...	...	...	...	...	...	6	19	27	19	27	19	27
Meiktila	...	...	...	...	...	...	...	2	12	9	12	9	12	9
Myingyan	...	5	4	5	4	5	4	20	40	70	40	70	40	70
Pakôkku	...	...	...	...	...	...	...	12	64	50	64	50	64	50
Total ...	329	932	499	1,512	736	490	301	460	2,389	1,776	2,402	1,782	2,378	1,763
KAREN.														
Amherst	2	14	9	14	9	14	9	1	3	2	3	2	3	2
Thatôn	...	..	...	...	...	...	...	2	7	8	7	8	7	8
Toungoo	...	...	...	...	...	...	...	1	5	2	5	2	5	2
Hanthawaddy	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Pegu	35	47	35	42	31	...	...	26	102	64	102	64	102	64
Tharrawaddy	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Prome	...	...	...	...	..	...	...	...	...	...	...	...	...	...
Bassein	11	37	39	37	41	15	1	11	31	33	31	33	31	33
Thôngwa	...	...	...	...	...	...	...	3	11	2	11	2	11	2
Henzada	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Myaungmya	10	38	45	41	36	5	4	4	10	10	10	10	10	10
Total ...	58	136	128	134	117	34	14	48	169	121	169	121	169	121
TAMIL.														
Moulmein	...	...	...	...	...	...	...	3	19	6	19	6	19	6
Rangoon	...	...	...	...	...	...	...	2	5	23	5	23	5	23
Total ...	..	...	...	...	..	...	...	5	24	29	24	29	24	29
MAHOMEDAN.														
Rangoon	...	...		...	.	...	...	1	7	1	7	1	7	1
Total ...	...	...	...	...	..	...	...	1	7	1	7	1	7	1

Kindergarten in Indigenous schools.

22. In Indigenous schools, by introducing the above, we have got at a class of children that never attended school before, *namely, those of six years and below*. These instead of remaining at home, a source of trouble and anxiety to their mothers, now come to school and thoroughly enjoy it. These classes are very popular. The monastic schools have, from prejudice, not taken to them, except in some few instances. They are more popular with Burmans than with Karens, who are slow at grasping a new idea. Two trained girls have been appointed to Lay schools in the Central Circle to superintend this work, and I hope in time to see more of these employed. The above table gives an idea of what has been done, and is an indication of real progress in the work.

It forms a very sound addition to Vernacular schools and trains the intelligence of pupils in a way that Vernacular School Managers have never hitherto dreamt of, and it brings a new class of pupils to school that never came before.

It has revolutionized Primary Vernacular education in Upper and Lower Burma. I do not think I am wrong in saying that this system in Vernacular Primary schools is peculiar to Burma.

Slöjd.

23. There is only one Slöjd class in the province, the one attached to the Government Normal School, Moulmein. I wish there were more, and I wonder that Managers do not take up this work in their schools.

The numbers under instruction were as follows :—

Slöjd standards.	Normal students.	High school.
I.—Paper folding	13	24
II.—Paper colouring		30
III.—Carboard modelling		48
IV.—Clay modelling		36
V.—First year's woodwork	26	24
VI.—Second year's woodwork	7	...
VII.—Third year's woodwork		...

The Inspector of Schools, Central Circle, who examined these classes, speaks highly of the work of them; of the seven Normal students who were examined in wood-work, five passed. A little difficulty was experienced with regard to the attendance of Normal students, who attend classes in drawing and elementary science in addition to their ordinary standard and training work, and find their time very fully taken up. The classes were opened in the year under report to the pupils of the High School. These have taken a keen interest in the different branches, and, while their class-work has not suffered, the gain to them in manual skill has been very apparent. As these pupils who have begun the course are promoted, the Slöjd work will be extended to the VII Standard.

Mr. A. S. Dënder, Slöjd and Drawing-master, has done excellent work during the year, and has been ably assisted by Maung Po Thaing; the success of the Slöjd classes is also due to the careful supervision of Mr. G. W. Bird, whose practical skill has been very helpful.

During the year a large stock of new material has been procured from England for the Lower standards, and sufficient tools from Calcutta to enable a class of 24 pupils to be instructed in wood-work.

(c) *Vocal Music.*

24. The following table shows the passes :—

School.	Infant class.	Standards I and II.	Standards III and IV.	Standards V, VI, and VII.
Cantonment School, Moulmein	...	9	19	16
American Baptist Mission Karen School, Shwegyin ...	14	19	30	15
American Baptist Mission Tamil School, Dalhousie street, Rangoon.	...	87	36	...
American Baptist Mission Burmese Girls' School, Kemmendine.	...	17	10	43
Methodist Girls' School, Rangoon	21	31	27	9
American Baptist Mission Karen School, Tavoy ...	...	36	12	...
American Baptist Mission Chin School, Thayetmyo ...	...	...	...	...
American Baptist Mission Morton Lane Girls' School, Moulmein.	...	19	21	19
American Baptist Mission Sgau-Karen School, Bassein ...	...	60	118	120
American Baptist Mission Pwo-Karen School, Bassein ...	...	39	36	26
St. Anne's Convent, Akyab	...	...	12	4
Baptist College (Alôn), Rangoon	...	...	...	11
Diocesan Girls' School, Rangoon	...	...	18	10
St. Xavier's Anglo-Tamil School, Mandalay	...	20	5	...
Wesleyan Mission School, Mônywa	...	...	...	...
Total ...	35	337	344	273
Vernacular schools.				
Wesleyan Mission Girls' School, Mandalay	...	37	...	...
Total ...	...	37	...	...

Five more schools have taken up this subject than last year, and the passes, except in the infant class, show a marked rise all round.

Progress in vocal music.

I think something might be done in Government and Municipal Schools, not one of which, with the laudable exception of the Government School, Minbu, under Mr. Derry, attempts singing. What Mr. Derry has done does him great credit, and is an example that other head masters should follow.

Should be taken up in Government and Municipal schools.

I should like to see vocal music in Vernacular schools, now that a "Manual of Kindergarten Songs" and a "Tonic-sol-fa Manual," in Burmese have been prepared by L. Ah Sou of the Baptist College.

Recent publications for Vernacular schools.

The Tonic-sol-fa classes opened by Mr. Sheriff have been working steadily, and adding to the number of certificated teachers of all nationalities.

Mr. Sheriff and his work.

(*d*) *Schools of Art.*

25. The following statement shows the results of the Drawing examination for *Teachers'* certificates for the past two years :—

District.	1898-99.				1899-1900.			
	First grade.		Second grade.		First grade.		Second grade.	
	Passed.	Excellent.	Passed.	Excellent.	Passed.	Excellent.	Passed.	Excellent.
Rangoon	14	2	5	3	24	17	1	1
Hanthawaddy	1	...	...	...	2	1	...	...
Pegu	17	7	6	1	12	3	8	4
Tharrawaddy...	7	2	6	1	3	1	6	2
Prome	43	5	22	3	19	6	10	1
Thayetmyo	16	3	4	...	3	...	1	...
Moulmein	46	25	8	1	50	27	7	1
Tavoy	3	8	...	...	1	...	2	...
Mergui	10	2	1	...	6	4	4	...
Toungoo	8	9	2	5	5	7	2	2
Akyab	...	...	1	1	4	2	2	3
Sandoway	...	...	2	...	13	...	...	...
Kyaukpyu	6	1	5	...	9	4	4	2
Thôngwa	14	2	...	...	29	2	7	...
Bassein	5	2	...	...	19	13	5	3
Henzada	5	1	3	...	10	2	2	1
Minbu	10	1	3	1	3	...	3	1
Magwe	5	...	1	1	...	...	2	...
Myaungmya	...	...	...	...	12	6	...	...
Yamèthin	...	...	...	...	...	...	...	...
Thatôn	...	1	...	...	...	...	...	...
Amherst	2	2	...	...	...	...	...	...
Mandalay Town	2	1	..	...	24	7	...	...
Mandalay district	6	...	.	...	5	...	...	...
Bhamo	3	...	...	...	...	...	...	...
Katha	...	...	...	...	2	1	...	...
Myitkyina	...	...	...	...	...	...	...	...
Ruby Mines	...	...	...	...	1	...	...	...
Sagaing	9	1	1	...	2	1	1	...
Shwebo	7	...	...	...	4	3	...	...
Lower Chindwin	...	...	...	...	3	1	...	...
Upper Chindwin	...	...	...	...	...	...	...	...
Kyauksè	6	1	...	...	3	...	...	...
Meiktila	3	...	...	...	7	3	...	...
Myingyan	1	...	...	...	4	...	...	...
Pakôkku	2	2	...	...	13	1	...	...
Total ...	251	78	70	17	292	112	67	21

The results in Drawing for the Teachers' Certificate are very satisfactory. In the Northern circle, with one exception, all the candidates were for the Primary grade, and

Remarks on above.

were mostly Vernacular School managers and Itinerant teachers. Anglo-Vernacular teachers have not qualified. Till they do, drawing cannot be taught in the Anglo-Vernacular Aided Schools of Upper Burma. At present the teaching of Drawing in schools is confined to Lower Burma. A special Drawing teacher will be appointed for Mandalay from next year. In Lower Burma, owing to Municipal Schools having drawing-masters, drawing classes for Managers, Under Masters of Anglo-Vernacular Schools, and Itinerant and Pupil-teachers are possible, and are regularly held. Many, otherwise good model drawings, were rejected at the examination, because candidates ruled the lines. Geometrical drawing still needs to improve in neatness. I have to thank Mr. Wedderspoon for conducting these examinations.

26. The following table shows the number of pupils under instruction in Drawing in Anglo-Vernacular schools:—

Name of schools.	Number of pupils.						
	III.	IV.	V.	VI.	VII.	VIII.	IX.
Municipal School, Mergui	23	27	14	17	3	...	...
Municipal School, Tavoy	36	38	13	15	21	...	...
Municipal School, Shwegyin	15	19	5	14	8	...	...
St. Patrick's Institution, Moulmein	35	50	15	15	...	...	...
Rangoon Collegiate School	71	69	66	58	65	...	25
Government High School, Moulmein	49	34	47	29	42	22	22
Municipal School, Thayetmyo	22	24	24	11	15	...	...
Anglo-Vernacular School, Letpadan	17	13	5	5	...	...	...
Municipal School, Pegu	32	49	17	12	10	...	...
Government High School, Minbu	15	26	24	7	4	...	...
Municipal High School, Prome	26	31	22	16	11	11	19
Anglo-Vernacular School, Allanmyo	...	9	..	...	...	...	...
Roman Catholic Mission School, Thônze	18	17	8	5	...	...	...
Municipal School, Paungdè	13	13	18	9	...	...	...
Municipal School, Henzada	20	38	27	14	17	...	...
Municipal School, Yandoon	16	39	19	13	10	...	...
Municipal High School, Bassein	34	37	35	34	22	16	12
Municipal School, Myaungmya	22	28	14	5	4	...	...
Municipal School, Kyaukpyu	14	15	7	6	11	...	...
Municipal School, Sandoway	13	25	15	12	8	...	...
Baptist College (Alôn), Rangoon	57	51	56	53	64	37	20
Bombay-Burma School, Rangoon	9	4	...	...	...	...	...
American Baptist Mission Burmese School, Bassein ...	31	24	17	18	...	...	...
American Baptist Mission Pwo-Karen School, Bassein ...	21	13	11	9	7	...	...
Municipal School, Akyab	68	66	45	27	23	6	9
American Baptist Mission Karen School, Henzada ...	35	32	30	17	13	...	...
Total ...	712	791	554	421	358	92	107

This shows a very satisfactory improvement on last year. It is especially pleasing to see pupils in Standards VIII and IX. Drawing is compulsory in Municipal Schools: the Calcutta University makes it optional. The number of Aided schools that take up drawing is small: it is a pity.

Drawing in Aided schools necessary.

(*e*) *Drill for boys: Calisthenics for girls.*

27. These subjects are optional in Aided schools, but in Government and Municipal schools drill is compulsory. Where funds allow of it, we have gymnastic apparatus and an instructor. In the Rangoon College sanction has been given to the erection of a covered gymnasium, and for the appointment of an instructor. Municipal schools have covered or uncovered gymnasiums, but none of them have an instructor. Drill is not popular in Vernacular boys' schools and makes its way slowly: the Burmans do not understand what it means.

Some of the girls' schools take up calisthenics and musical drill; but far too few. I wish more of them did.

(*f*) *Education of the blind.*

28. A visit from L. Garthwaite, Esq., late of the Madras Education service, who has so largely interested himself in the education of the blind, led to an

examination of his method, with a view to its introduction in the Province. The question will be discussed at the Quinquennial Conference to be held in November 1900 to see whether it is feasible. Work on a small scale is being done at Moulmein by Maung Pe Gyi, lately a teacher in the Baptist College, who has had to give up his work, owing to blindness. The alternative is either to open separate schools for the blind, or to pass special grants to schools that teach blind children along with those that have their sight. We have Mr. Garthwaite's adaptation of the Braille system to Burmese. What we have to do is to train teachers; to instruct adult blind in reading and writing; and to help schools ready to take in blind children with teachers and with grants.

C.—PROFESSIONAL SCHOOLS.

(*a*) *Law.*

29. Since the Law classes in the Rangoon College were closed, Mr. Chan Toon, Barrister-at-Law, has had Law classes that have been recognized for the purpose of the law examinations held in the Province.

A representation was made to the Government asking that the Law classes might be re-opened; a sub-Committee was formed to report on the question, and on the advice of the Judges of the Chief Court, the Government has sanctioned their being re-opened in 1900-01.

(*b*) *Engineering.*

30. There have been no changes in the staff of the Engineering School, beyond the employment of a good carpenter, it being thought highly advisable that the students should be taught carpentry.

31. The following tables give the attendance, and the income and expenditure of the school for the past two years:—

(*a*) *Attendance.*

		1898-99.	1899-1900.
Upper Subordinate class	First year	7	4
	Second year	4	8
Lower Subordinate class	First year	3	5
	Second year	2	2
	Total ...	16	19

(*b*) *Income and expenditure.*

	1898-99.	1899-1900.
Income from fees	372	728
Expenditure (including the initial outlay for furniture and apparatus) ...	8,371	7,759

The monthly average attendance was 19. For the final examinations 15 went up, 2 electing to re-enter the school as first-year students. Of these 3 were first-year and 5 second-year Upper Subordinates, and 5 first-year and 2 second-year Lower Subordinates. Of the first year Lower Subordinates passed, Mg. Shwe Khin from the Baptist College, heading the list, Mg. Sein, from the Sgau-Karen High School, Bassein, and J. Emin, from the Diocesan Boys' High School, coming out 2nd and 3rd.

The school is getting to be better known. The improved prospects of employment held out by the Public Works Department to the Lower Subordinates, and the removal of the school to Insein, with its healthier site and improved accommodation, will have their effect in increasing the attendance. Already, the schools and colleges of Rangoon, and those of Akyab and Bassein are fairly represented.

The income from fees during the year is almost double that of the year before.

The following are the results of the final examination :—

Government Engineering School, Insein.

No.	Name.	Number presented.	Number passed.
	(a) Upper Subordinate class.		
1	C. L. Chatterji	5	4
2	Mg. Kyan		
3	Mg. Tun Pru		
4	V. Kothadaswamy Naidu		
5	Mg. Yan Tin *		
	(b) Lower Subordinate class.		
1	Mg. San Taw	2	2
2	Pho Kyaw		

* Failed, but recommended for a sub-overseership.

Of the former Mg. Kyan and Mg. Tun Pru have been appointed as Apprentice Overseers, 2nd grade, on Rs. 60 per mensem, Chuni Lal Chatterji, Kothadasawmy Naidu, Mg. Yan Tin, Mg. San Taw, and Mg. Pho Kyaw receiving appointments as sub-overseers, 2nd grade.

Mr. Mitchell, the Head Master, and his assistant, Mg. Kyaw Tun, have worked hard and deserve great credit. Mr. Mitchell has been up for the B.A. examination of the Calcutta University and passed. He has done this without in any way neglecting the work of the school.

The boys of the school maintain their place in sports and athletics.

(*c*) *Medical.*

32. During the year under report the Dufferin Maternity Hospital, Rangoon, has been under the charge of Miss R. N. Cohen, M.B., F.R.C.S., the Resident Medical Officer, and two Assistants, Ma Eng Gwai and Miss L. Anthony.

33. The following table shows the number of pupils trained and left during the past two years :—

	Trained and left.	
	1898-99.	1899-1900.
Europeans	1	...
Eurasians	2	5
Burmese	8	1
Karens	6	9
Shans	...	...
Total ...	17	15

34. Thirty-three pupils were under instruction during the year compared with 20 in the previous year. Fifteen pupils completed their course of training in sick-nursing and midwifery, and passed the required examinations. Five of these were Eurasians, and the rest Karen and Burmese.

35. The Annual Report states :—

"The half-yearly examinations were conducted in May by Dr. T. F Pedley and those in November by Lieutenant-Colonel G. T. Thomas, to whom the thanks of the Committee are due. In all 23 pupils obtained certificates in sick-nursing and 15 in midwifery against 12 and 17 respectively in 1898. There were 696 in-patients and 819 out-patients. Of the former 16 were Europeans, 64 Eurasians, 140 Natives of Burma, and 476 Natives of India; and of the latter 15 were Europeans, 60 Eurasians, 281 Natives of Burma, and 463 natives of India. During 1898-99 there were 680 in-patients and 1,062 out-patients."

36. The following table shows the number of medical scholars and the schools they are at :—

	1898-99.	1899-1900.
Calcutta Medical College { Males	3	1
Calcutta Medical College { Females	3	3
Madras Auxiliary Medical School	10	15
Attending hospitals in the province for the pre-collegiate course ...	6	4
Total ...	22	23

37. The following report received from the Principal, Medical College, Calcutta, shows what progress has been made during the year 1899-1900:—

"Maung Shwe Ge and Misses Kingsley and Scheppelmann have passed the College Test and have been promoted to the next higher class.

"Miss Patience Edge has completed her course."

38. Hitherto male medical scholarships tenable at the Medical College, Calcutta, were open to candidates of Burmese or Indo-Burman origin only. Now the Government of India have sanctioned the proposal to establish an additional scholarship for candidates of European and Eurasian origin, whose parents are permanently settled in Burma, on the understanding that the student engages to serve in the Subordinate Medical Department in Burma.

The first award under this rule has been made to Henry Clifford Claridge, a passed B.A. student of the Rangoon College, and is tenable at the Medical College, Calcutta, with effect from 1st April 1900.

39. Of the Hospital Assistants under training, four are undergoing their pre-collegiate course, and 15 are in the Madras Medical College, of whom five are in the first year, five in the second year and five in the third year. One student from the second year has been dismissed owing to complete failure in all subjects at the examination. In the third year, one student passed, one failed, and was recommended for dismissal, and one failed at class examination, and was remanded for one year.

(*d*) *Mechanical Engineering.*

40. Fifty-one lads were under training as indentured apprentices in the Burma Railways Workshops at Insein ; of these, 23 were Europeans and Eurasians, 14 Karens, 12 Hindus and 2 Mahomedans.

41. There are 30 European apprentices in receipt of stipends from the European stipend board. They are at work in the following places :—

	1898-99.	1899-1900.
Dalla Dockyard	2	4
Municipal Workshop, Rangoon	1	...
McPhersons' Workshop, Rangoon	...	1
Bulloch Brothers' Foundry, Pazundaung, Rangoon	4	4
Railway Workshops, Insein	14	13
Arakan Flotilla Works, Akyab	1	1
Irrawaddy Flotilla Company's Dockyard, Mandalay	2	2
Salween Steam Navigation Workshop, Moulmein	2	3
Dawezu Mill, Moulmein	1	1
Burma Oil Company's Workshop, Rangoon...	1	1
Total ...	28	30

(*e*) *Commercial Instruction.*

42. There has been no examination during the year as there was no recognized class.

A good school teaching commercial arithmetic and correspondence, book-keeping, shorthand, and type-writing, ought to pay. I wonder no one has had the enterprise to open one and register it as a technical school. The Education Code provides for instruction, examination, and grants for all the above subjects.

(*f*) *Pali.*

43. No Patamabyan examination was held during the year under report, as it had to be cancelled.

44. The following list shows the number of candidates who appeared for the examination held on the 12th June 1900 and following days :—

Examination centres.	Patama-Ngè.		Patama-Lat.		Patama-Gyi.		Patama-Gyaw.		Remarks.
	Laymen.	*Póngyis.*	Laymen.	*Póngyis.*	Laymen.	*Póngyis.*	Laymen.	*Póngyis.*	
Rangoon	2	51	1	13	3	5	3	2	
Mandalay	8	88	...	17	...	9	...	1	
Moulmein	1	3	...	...	...	1	...	1	
Total ...	11	142	1	30	3	15	3	4	

(*g*) *Forests.*

45. The competition for scholarship at the Dehra Dun school has not been abolished, as stated in my report last year. For the Entrance Examination held in October 1899, under Rule 12 (IV) of the Dehra Dun Forest School Rules, only one candidate appeared at Mandalay, and he failed to pass.

The school established at Tharrawaddy is a Vernacular one.

SECTION VII.

Female Education.

The following are the statistics for female education in the province for the past two years :—

Class of institution.	1898-99.		1899-1900.	
	Schools.	Pupils.	Schools.	Pupils.
Under public management.				
Maintained by the department	5	84	5	126
Maintained by Municipal Boards	...	...	...	...
Under private management.				
Anglo-Vernacular, registered under the Grant-in-aid Rules	27	2,067	28	2,149
Aided Indigenous Vernacular Schools	197	6,713	220	8,152
Unaided Indigenous Vernacular Schools	48	1,034	27	660
Total ...	277	9,898	280	11,087
Boys' schools, to which girls are admitted	...	9,586	...	22,616
Private institutions for indigenous institution	...	2,680	...	2,868
Total ...	...	22,266	...	25,484
Grand Total ...	...	32,164	...	36,571

Analysis of above table.

The above figures show an increase in schools, and especially in attendance. A satisfactory feature is the decrease in schools and in attendance, in the *private* school list, of 21 and 374 respectively. The details for the four circles are interesting. In the *Eastern*, public schools, attended by girls, have increased by 22, and the attendance by 1,210; aided schools alone have gained over 900 pupils. The number of Anglo-Vernacular girls' schools remains the same, but the pupils have increased by 484 against 416 last year. In the *Western* there is a loss of 11 schools

attended by girls, but a gain of 1,030 girl pupils, the aided schools alone contributing 1,075. In the Thôngwa district, while the Burmese schools have gained considerably, the attendance of girls in Karen schools has fallen. One Anglo-Vernacular girls' school at Bassein was closed.

In the *Central*, both schools and attendance have increased, and the private schools have decreased in number and in attendance; one Anglo-Vernacular school for girls in Rangoon was closed. In the *Northern*, the number of girls attending schools of all kinds has increased 14 per cent. and the attendance 12 per cent. The passes gained have increased by 18 per cent. The progress is confined to Burmese Indigenous schools; in the Grant-in-aid schools there is little or none.

Mandalay, Pakôkku, Lower Chindwin, Mandalay Town, Myingyan, Meiktila, Kyauksè, the Ruby Mines, and Sagaing show increases, while there is a falling off in Shwebo.

Explanation of the map.

2. The following table shows the percentage of girls under instruction to the female population of school-going age:—

Division.	Female population.	1899-1900.		Remarks.
		Scholars.	Percentage of column 3 to the female population of school-going age.	
Arakan	314,948	715	1·5	
Pegu	667,101	9,124	9·1	
Irrawaddy	751,436	6,232	5·5	
Tenasserim	462,846	4,838	7·0	
Mandalay	322,444	3,310	6·8	
Sagaing	362,517	1,953	3·6	
Minbu	576,993	1,305	1·5	
Meiktila	282,127	2,173	5·1	

3. The following statement shows the number of girl pupils who have passed the several standards in the various schools:—

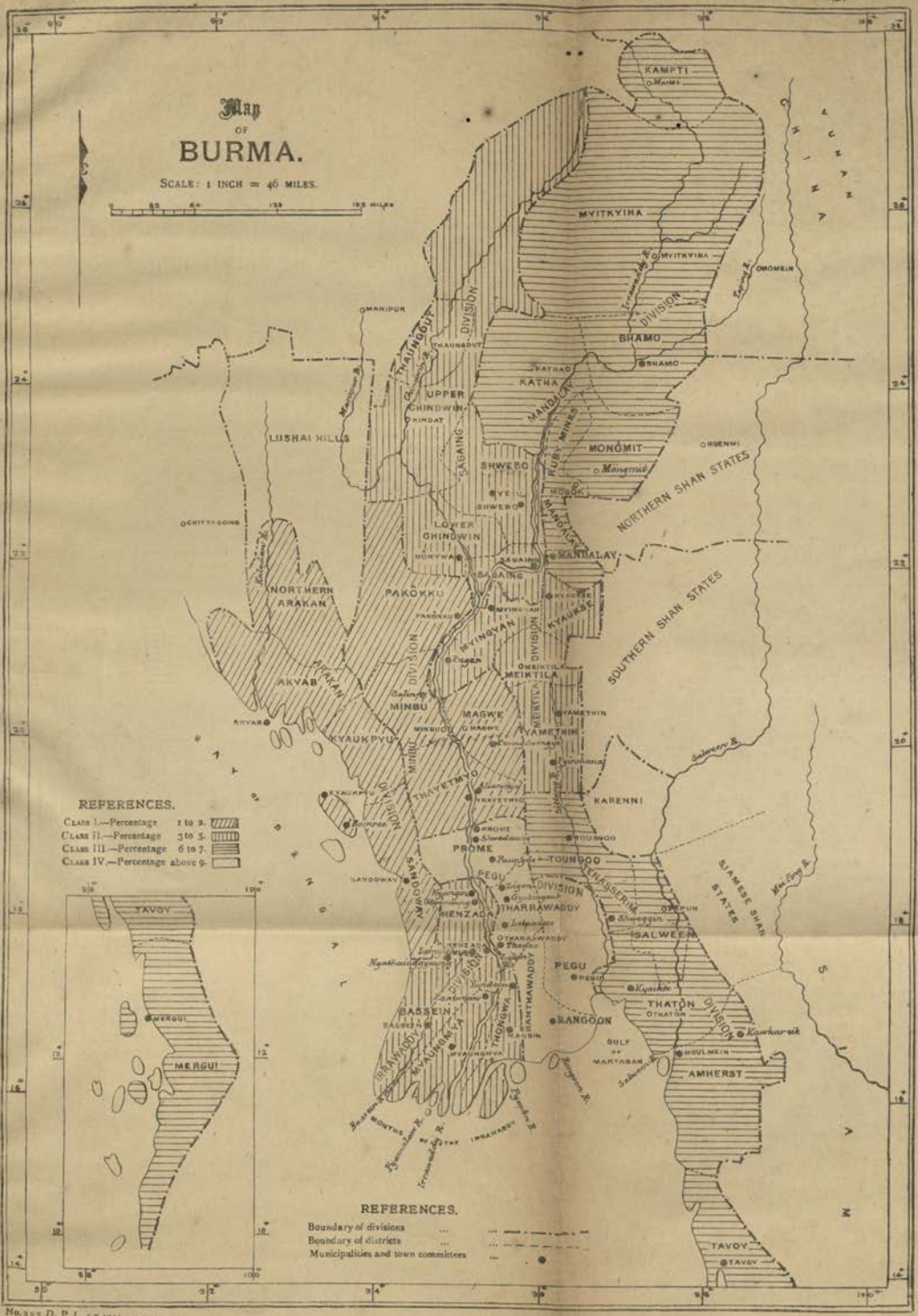
	B.A.		F.A.		Entrance (Standards VIII and IX).		Middle Stage (Standards V, VI, and VII).		Upper Primary Stage (Standards III and IV).		Lower Primary Stage (Standards I and II).	
	1898-99.	1899-1900.	1898-99.	1899-1900.	1898-99.	1899-1900.	1898-99.	1899-1900.	1898-99.	1899-1900.	1898-99.	1899-1900.
Government and Municipal.	...	...	2	2	...	...	1	...	...	1	4	4
Registered Grant-in-aid.	...	...	...	...	32	36	211	184	294	293	452	490
Burmese Indigenous	...	...	...	...	...	...	83	114	604	639	5,414	7,071
Karen Indigenous...	...	...	...	...	...	...	41	25	427	448	1,506	1,593
Mahomedan ...	...	...	...	...	...	...	...	...	1	1	23	24
Tamil Indigenous ...	...	...	...	...	...	...	...	...	27	40	76	67
Total ...	...	...	2	2	32	36	336	323	1,353	1,422	7,475	9,249

Analysis of above table.

(*a*) Of the girls who passed the F.A., one passed in the second and one in the third division, both gaining Senior University Scholarships.

BURMA.—Showing the percentage of girls under instruction

Section VII. to the female population of school age. 1900.



No. 365 D. P. I., 19-1900—610.

(*b*) In the Entrance Examination, three passed in the first, eight in the second, and four in the third division, a girl, as already stated, heading the list for Burma. Three have been awarded Junior University Scholarships.

(*c*) One was awarded the Middle English Scholarship.

(*d*) There is a slight falling off in the Middle Stage, but satisfactory increases in the Upper Primary and Lower Primary Stages, especially the latter.

SECTION VIII.

EDUCATION OF SPECIAL CLASSES.

(*a*) *Europeans.*

The following statement shows the number of schools attended by European pupils only and the number of pupils in them :—

Name of school.	Number of schools on 31st March		Number of scholars on 31st March.					
			1898-99.			1899-1900.		
	1898-99.	1899-1990.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.								
Aided, for boys. { High Schools ...	1	1	180	...	180	179	...	179
Aided, for boys. { Middle Schools	2	1	47	42	89	49	47	96
Total ...	3	2	227	42	269	228	47	275
Aided, for girls. { High Schools ...	6	6	230	778	1,008	190	726	916
Aided, for girls. { Middle Schools	6	8	143	168	311	131	255	386
Total ...	12	14	373	946	1,319	321	981	1,302
Total, Secondary Schools	15	16	600	988	1,588	549	1,028	1,577
Primary Schools.								
For boys	1	1	17	17	34	16	16	32
For girls	4	2	24	54	78	12	41	53
Total ...	5	3	41	71	112	28	57	85
Special Schools.								
For boys	...	...	...	...	...	...	...	...
For girls	6	7	102	98	200	127	142	269
Total ...	6	7	102	98	200	127	142	269
Grand Total ...	26	26	743	1,157	1,900	704	1,227	1,931

Details of the above table.

The number of schools remains the same as last year; but the attendance has risen slightly, that of boys having gone down, and that of girls having gone up. The change is very small and does not deserve notice. A large number of boys go, as hitherto, to India, to enter one or other of the Hill schools.

2. In the following schools European pupils are specially provided for. The figures against each school show the number of pupils of all races, including Europeans in attendance on 31st March :—

		Pupils.
1.	Diocesan Boys' High School, Rangoon	179
2.	St. Phillip's School, Rangoon	96
3.	Methodist School, Thandaung, Toungoo	26
4.	St. John's Convent School, Rangoon	206
5.	Diocesan Girls' High School, Rangoon	121
6.	Methodist Girls' High School, Rangoon	165
7.	English Girls' High School, Moulmein	119
8.	St. Joseph's Convent, Mandalay	152

		Pupils.
9.	St. Joseph's Convent, Moulmein	153
10.	Old Convent, Rangoon	52
11.	St. Anne's Convent, Akyab	74
12.	Cantonment School, Moulmein	53
13.	St. Mathew's School, Moulmein	43
14.	St. Joseph's Convent, Toungoo	46
15.	A. B. M. Eurasian Girls' School, Mandalay	22
16.	European Railway School, Insein	32
17.	Bishop's Home for Girls, Rangoon	22
18.	St. Joseph's Convent, Bassein	31
19.	Railway School, Yamèthin	70
20.	Diocesan Girls' High School, Rangoon (Kindergarten Department)	57
21.	St. Joseph's Convent, Moulmein (Kindergarten Department) ...	17
22.	Methodist Girls' High School, Rangoon (Kindergarten Department)	45
23.	St. John's Convent, Rangoon (Kindergarten Department) ...	40
24.	St. Joseph's Convent, Mandalay (Kindergarten Department) ...	73
25.	St. John's Convent, Rangoon (Normal Department) ...	15
26.	St. Anne's Convent, Akyab (Kindergarten Department) ...	22
	Total ...	1,931

3. The following table shows the cost of European education in the 26 schools maintained for Europeans only :—

	1898-99.		1899-1900.	
	Government expenditure (net).	Total expenditure.	Government expenditure (net).	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
Secondary education ...	37,303	1,12,940	42,910	1,14,270
Primary education	4,143	9,966	1,696	4,926
Special education	2,610	7,082	4,047	10,132
Scholarships	919	919	853	853
Buildings	10,000	20,000	12,000	24,000
Furniture and apparatus	...	...	...	...
Special grants for cadets	216	216	174	174
Superintendents	...	11,428	...	12,839
Miscellaneous	...	2,168	...	2,141
Total ..	55,191	1,64,719	61,680	1,69,335

4. The following gives the particulars according to the stages of instruction :—

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation examination. 1			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage. 2			Upper Primary stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage. 3			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage reading printed books.* 4			Total		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																	
Aided, English for boys.	2	275	15	...	15	74	3	77	85	12	98	53	32	85	228	47	275
Aided, English for girls.	14	1,302	1	56	57	24	264	288	98	316	414	198	355	553	321	981	1,302
Total ...	16	1,577	16	56	72	98	267	365	184	328	512	251	387	638	549	1,028	1,577
Primary schools—																	
Aided, for boys ...	1	32	...	...	...	...	...	...	7	6	13	9	10	19	16	16	32
Aided, for girls ...	2	53	...	...	...	...	...	...	6	13	19	6	28	34	12	41	53
Total ...	3	85	...	...	...	...	...	...	13	19	32	15	38	53	28	57	85
Grand Total ...	19	1,662	16	56	72	98	267	365	197	347	544	266	425	691	577	1,085	1,662

* There are no pupils "not reading printed books."

5. The following table shows the number of passes under the standards gained by European pupils during the last two years:—

Standard of examination.	Number of pupils passed from institutions attended by				Total European pupils passed from institutions.	
	Europeans only.		*All races.*			
	1898-99.	1899-1900.	1898-99.	1899-1900.	1898-99.	1899-1900.
B. A.	...	...	1	...	1	...
F. A.	...	...	5	6	5	6
IX, VIII } Entrance ...	15 18	17 26	9 19	18 20	24 37	35 46
VII, VI, V } Middle ...	39 70 72	53 59 58	17 37 49	40 34 59	56 107 121	93 93 117
IV, III } Upper Primary ...	71 132	87 165	45 75	74 78	116 207	161 243
II, I } Lower Primary ...	139 162	166 178	61 41	62 76	200 203	228 254
Total ...	718	809	359	467	1,077	1,276

Details of the above table.

The passes show a satisfactory increase, and are distributed among both classes of school, those for Europeans only and those for all races in which European pupils are found.

The greatest success has been in the High Department; in the Middle and Primary Departments there are fluctuations each year, some standards doing better than others.

6. The following table shows the passes in the Middle English Scholarship, VIII Standard, Entrance, F.A., and B.A., and the schools from which the pupils were sent up:—

Name of institution.	Middle English scholarship.	VIII Standard.	Entrance or IX Standard.	F.A.	B. A.
Rangoon Collegiate School, Rangoon ...	1	4	5	6	...
Diocesan Boys' High School, Rangoon...	1	6	2	...	...
St. Paul's High School, Rangoon ...	2	4	7	...	...
St. Patrick's School, Moulmein ...	1	1	...	...	...
St. Joseph's Convent, Mandalay ...	1	3	3	...	...
Baptist College, Rangoon ...	...	2	...	...	...
Methodist Girls' High School, Rangoon	...	1	3	...	...
Diocesan Girls' High School, Rangoon..	...	4	2	...	...
St. John's Convent, Rangoon ...	...	7	4	...	...
St. Joseph's Convent, Moulmein ...	...	4	3	...	...
St. John's College, Rangoon ...	...	4	3	...	...
Government High School, Moulmein ...	...	2	1	...	...
Municipal High School, Bassein ...	...	...	1	...	...
Municipal High School, Prome ...	...	...	1	...	...
English Girls' High School, Moulmein ...	...	1	...	...	...
St. Peter's School, Mandalay ...	...	3	...	...	...
Total ...	6	46	35	6	...

7. Details of education among *Karens*, *Chins*, *Kachins*, *Tamils* and *Telugus*, *Mahomedans*, and *Talaings* are found in Section V, as far as Vernacular education is concerned.

8. The *Karens* have English education as well and on a large scale, under the American Baptist, S. P. G., and R. C. Missions.

Karens.

On this subject and regarding Karen education generally, I have nothing to add to what was stated in last year's report, though I have to correct a mistake. In paragraph 78 of that report I entered the Baptist College as a Karen institution; it is not so; it is for all races.

Correction of mistake in connection with the Baptist College.

The rule in the Code that I referred to, under which grants to Karen schools are paid through the Superintendent of the Mission, is now in force, as far as payment to teachers under the "Karen Teachers' Certificate system" is concerned.

The Vernacular Karen schools still need a great deal more of personal supervision. What cannot be supplied by the Missions is now done by the Inspectors and Assistant Inspectors of Schools. To make the work more systematic, to keep teachers more strictly at work, and to spread education we have appointed and are appointing Karen Itinerant teachers. There is a great deal more that can be and ought to be done.

More supervision needed.

We are getting hold now of the Karens outside the Missions, and primary education is spreading among them.

9. I have very little to add to what I said in paragraph 79 of last year's report in connection with *Tamil and Telugu* education. I am sorry to say that Maduray Pillay's school has distinctly gone down. The masters from the Head Master downward are being constantly changed. The school needs firm and efficient supervision. The Tamil people of Sudder Bazaar are very half-hearted about the Cantonment Anglo-Vernacular School, and it was very nearly removed from the register.

Maduray Pillay's School.

St. Anthony's has had the misfortune to lose its Superintendent, Brother Charles, who had done much to raise its status.

St. Joseph's R. C. M. School, at Alôn, has been removed from the register, for gross irregularities. The M. E. Tamil School, at Pegu, has been removed from the English to the Vernacular list, and the Railway school at Insein is not in a good state.

The Tamil schools suffer from irregularities in admissions, too much leave granted to boys, who at every turn are going off to Madras; and the fatal mistake made by the Managers of thinking that every boy punished by the Inspector for infringement of rules, or not promoted by him for failure to pass, is an injured individual, who has a grievance against the Department.

Irregularities in Tamil schools.

10. There is only one *Mahomedan* Anglo-Vernacular school, the Madrasa Islamia, in Rangoon. It is not efficient, and it is not supported by the Mahomedan public, who do not care in the least about it. It in no way represents their educational wants.

11. The *Shan* school of the A. B. M. at Bhamo is making great strides; it still has room for many more Shan pupils.

12. The *Chinese* school of the R. C. M., Mandalay, owing to difficulties in the Mission, was closed for a while as an English school, but has since been reopened. It deserves support especially in the technical work it intends to take up.

SECTION. IX.

PRIVATE SCHOOLS.

The following statement gives the statistics of the schools for the past two years:—

Division.	District.	Total schools, 1898-99.	Schools, 1899-1900.									Total Schools, 1899-1900.	Total pupils, 1898-99.	Pupils, 1899-1900.								Total pupils, 1899-1900.
			European.	English.	Burmese.	Karen.	Mahomedan.	Tamil and Telugu.	Chinese.	Talaing.	Manipurian.			Europeans and Eurasians.	Native Christians.	Burmese.	Karens.	Mahomedans.	Shans.	Chinese.	Hindus.	Talaings.	
ARAKAN	Akyab	496	...	1	321	...	209	...	...	...	...	531	5,960	...	...	3,540	...	2,621	...	...	2	...	6,163
	Kyaukpyu	114	...	...	119	...	...	...	...	...	...	119	1,234	...	...	1,047	...	...	...	...	...	...	1,047
	Sandoway	28	...	...	37	...	...	...	...	...	...	37	351	...	...	475	...	...	...	...	...	...	475
	Arakan Hill Tracts	3	...	...	2	...	...	...	...	...	...	2	39	...	...	16	...	...	...	...	...	...	16
PEGU	Rangoon	203	...	6	183	...	6	6	2	...	...	203	2,232	...	...	1,438	...	620	...	67	90	...	2,215
	Hanthawaddy	335	...	...	305	3	...	9		...	...	317	4,139	...	...	3,719	62	...	...	...	117	...	3,998
	Pegu	289	...	...	323	12	...	...	...	...	...	335	3,960	...	...	6,084	185	...	...	...	...	...	6,269
	Tharrawaddy	153	...	...	146	4	...	...	...	...	...	150	2,264	...	...	2,479	53	...	...	...	...	...	2,532
	Prome	424	...	3	408	...	1	...	...	...	...	412	6,070	...	...	5,638	...	12	...	...	...	...	5,650
IRRAWADDY	Thôngwa	272	...	1	264	...	2	...	...	...	...	267	3,638	...	...	3,728	...	23	...	...	...	...	3,751
	Bassein	275	...	...	198	22	...	...	...	...	...	220	2,405	...	130	1,903	179	...	...	...	...	...	2,212
	Myaungmya	135	...	...	184	17	...	...	...	...	...	201	1,444	...	93	2,545	285	6	...	1	...	...	2,930
	Henzada	445	...	...	410	...	...	...	..	...	...	410	6,070	...	...	4,794		...	...	...	...	...	4,794
TENASSERIM	Moulmein	61	...	...	39	...	5	4	...	...	...	48	1,085	...	...	337	..	432	...	...	62	...	831
	Amherst	232	...	...	74	28	...	...	...	116	...	218	3,678	..	...	1,331	306	...	...	...	...	1,951	3,588
	Thatôn	351	...	...	173	137	...	...	...	27	...	337	5,224	...	...	2,935	1,378	...	...	...	...	589	4,902
	Toungoo	233	...	...	186	8	4	..	...	...	...	198	3,634	...	39	3,124	58	94	...	...	...	...	3,315
	Tavoy	119	...	...	152	...	4	...	...	...	...	156	2,246	...	...	3,121	...	68	...	...	...	...	3,189
	Mergui	51	...	...	53	...	3	...	...	...	...	56	464	...	...	515	...	58	...	...	...	...	573
	Salween	...	...	..	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
MANDALAY	Mandalay	1,227	...	...	1,614	...	20	...	...	...	4	1,638	7,993	...	...	9,248	.	313	...	...	54	...	9,615
	Bhamo	59	...	...	87	...	...	...	...	...	...	87	796	...	...	1,236	...	...	...	...	...	...	1,236
	Katha	219	...	...	235	...	...	...	...	...	...	235	2,772	...	...	3,281	...	...	...	...	...	...	3,281
	Myitkyina	40	...	...	43	...	...	...	...	...	...	43	527	...	...	567	...	...	...	...	...	...	567
	Ruby Mines	69	...	...	80	...	...	...	...	...	...	80	516	...	...	755	...	...	...	...	...	...	755
SAGAING	Shwebo	565	...	...	616	...	...	...	...	...	...	616	4,950	...	22	4,402	...	...	...	...	...	...	4,424
	Sagaing	954	...	...	988	...	...	...	...	...	...	988	9,950	...	...	9,207	...	...	...	...	...	...	9,207
	Lower Chindwin	709	...	...	716	...	...	...	...	...	...	716	6,975	...	...	6,700	...	...	...	...	...	...	6,700
	Upper Chindwin	225	...	...	265	...	...	...	...	...	...	265	1,955	...	...	1,675	...	...	459	...	...	...	2,134
MINBU	Minbu	402	...	...	398	...	...	...	...	...	...	398	4,184	..	...	3,723	..	...	...	...	...	...	3,723
	Magwe	417	...	...	431	...	...	...	...	...	...	431	5,050	...	...	5,877	...	...	...	...	...	...	5,877
	Pakôkku	493	...	...	674	..	...	...	...	...	...	674	6,498	...	...	9,565	...	...	...	...	...	...	9,565
	Thayetmyo	243	...	...	246	...	...	...	...	...	...	246	2,948	...	...	3,044	...	...	...	...	...	...	3,044
MEIKTILA	Kyauksè	310	...	...	322	..	5	...	...	...	...	327	2,112	...	...	2,143	...	61	...	...	...	...	2,204
	Meiktila	418	...	...	434	...	...	...	...	...	...	434	3,725	...	...	4,006	...	...	...	...	...	...	4,006
	Yamèthin	207	...	...	197	...	...	...	...	...	...	197	1,775	...	...	2,174	...	...	...	...	...	...	2,174
	Myingyan	869	...	...	976	...	...	...	...	...	...	976	8,538	...	...	10,655	...	...	...	...	...	...	10,655
	Total	11,645	...	11	11,899	231	259	19	2	143	4	12,568	127,251	...	284	127,027	2,506	4,308	459	68	325	2,540	137,517
	Increase	...	...	...	...	...	...	...	...	...	...	923	...	...	...	...	...	...	...	...	...	...	10,266
	Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

2. The annexed table shows exactly the statistics for each circle:—

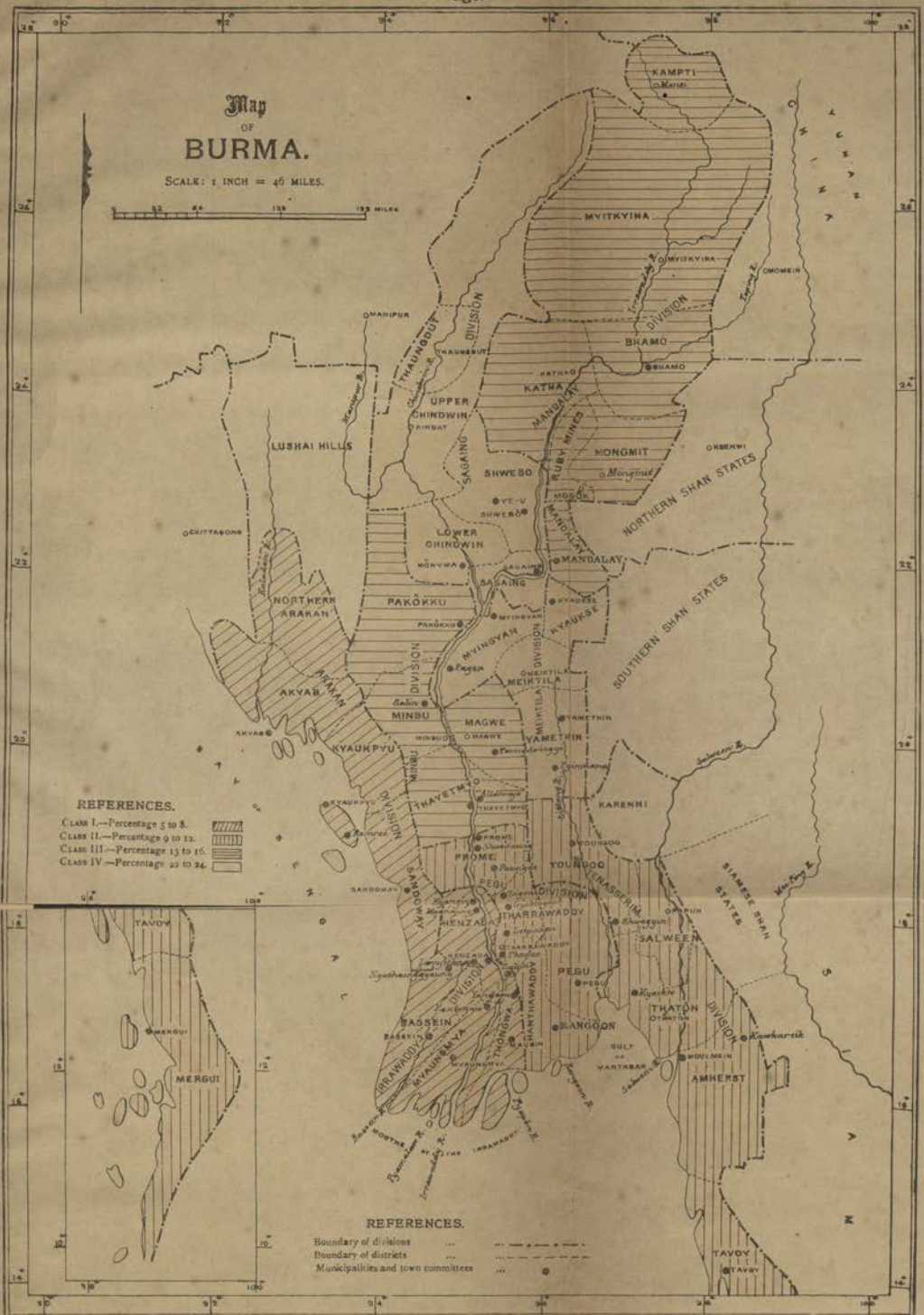
Circle.	District.	Private schools at the beginning of the year.	PRIVATE INSTITUTIONS.									Remarks.
			Number of schools at the close of the year.	*Detail of column 4.*				*Schools withdrawn.*				
				Private schools retained on the list.	New schools brought on to the private list during the year.	Schools transferred from the aided list.	Schools transferred from the unaided list.	Schools transferred to the aided list.	Schools transferred to the unaided list.	Schools abolished.		
1	1	3	4	5	6	7	8	9	10	11	12	
Western.	Akyab ...	496	531	299	216	6	10	19	11	167		
	Kyaukpyu ...	114	119	75	44	...	...	5	1	33		
	Sandoway ...	28	37	20	17	...	...	...	1	7		
	Northern Arakan	3	2	1	1	...	...	...	...	2		
	Thôngwa ...	272	267	261	5	...	1	4	...	7		
	Bassein ...	275	220	202	15	3	...	9	4	60		
	Myaungmya	135	201	57	95	4	45	4	2	72		
	Henzada ...	445	410	391	5	3	11	10	1	43		
	Total ...	1,768	1,787	1,306	398	16	67	51	20	391		
Central.	Rangoon ...	203	203	178	23	1	1	1	...	24		
	Hanthawaddy	335	317	299	10	1	7	9	9	18		
	Pegu ...	289	335	255	75	3	2	...	2	32		
	Tharrawaddy	153	150	131	19	...	...	6	...	16		
	Prome ...	424	412	387	24	1	...	5	2	30		
	Minbu ...	402	398	341	32	21	4	14	...	47		
	Magwe ...	417	431	392	28	7	4	7	1	17		
	Thayetmyo ...	243	246	234	4	8	...	3	...	6		
	Total ...	2,466	2,492	2,217	215	42	18	45	14	190		
Eastern.	Moulmein...	61	48	46	2	...	...	7	5	3		
	Amherst ...	232	218	202	13	3	...	7	2	21		
	Thatôn ...	351	337	282	53	...	2	11	5	53		
	Toungoo ...	233	198	176	22	...	...	6	...	51		
	Tavoy ...	119	156	97	58	1	...	6	...	16		
	Mergui ...	51	56	43	13	...	...	2	...	6		
	Salween ...	...	...	...	...	...	...	...	...	...		
	Yamèthin ...	207	197	161	10	1	25	2	14	30		
	Total ...	1,254	1,210	1,007	171	5	27	41	26	180		
Northern.	Mandalay ...	1,227	1,638	1,175	285	2	176	...	3	49		
	Bhamo ...	59	87	54	30	...	3	3	...	2		
	Katha ...	219	235	213	17	...	5	2	2	2		
	Ruby Mines	69	80	57	15	...	8	2	...	10		
	Shwebo ...	565	616	533	65	2	16	3	8	21		
	Myitkyina ...	40	43	39	3	...	1	...	...	1		
	Sagaing ...	954	988	930	47	10	1	2	...	22		
	Upper Chindwin	225	265	221	44	...	...	1	...	3		
	Lower Chindwin	709	716	694	5	6	11	2	2	11		
	Kyauksè ...	310	327	307	20	...	...	...	1	2		
	Pakkôkku ...	493	674	403	138	10	123	2	10	78		
	Meiktila ...	418	434	405	28	1	...	3	3	7		
	Myingyan ...	869	976	827	43	3	103	...	6	36		
	Total ...	6,157	7,079	5,858	740	34	447	20	35	244		
	GRAND TOTAL ...	11,645	12,568	10,388	1,524	97	559	157	95	1,005		

3. From the above two tables, which are (*a*) for the province as a whole and (*b*) for each circle, it will be seen that the *Private schools* have increased by 923 and the attendance by 10,266. I have referred to this question in the *Introduction*. Meanwhile, the position of each circle and the facts that contribute to the increase and decrease in the several circles are worth noting.

In the *Eastern* there has been an increase in the Tavoy and Mergui districts. This is not satisfactory, and points to a want of efficient work and firm

BURMA.—Showing the percentage of pupils, boys and girls, under instruction in private schools to the population of school age.

Section IX. 1900.



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control over Itinerant teachers on the part of the Deputy Inspector of Schools, who is, I am afraid, not up to the work. The Inspector of Schools, Eastern Circle, should enquire into this.

As to the rest of the circle, there is a decrease of 44 schools, but the attendance has risen by 466, chiefly due to Tavoy town, where there is an increase of 37 schools and of 943 pupils. There is something very wrong about this that needs the prompt attention of the Inspector of Schools.

In the *Central* the number has risen from 2,466 to 2,492, chiefly due to increases in the Pegu, Magwe, and Thayetmyo districts. The increase in pupils is from 30,897 to 33,208.

Of the 2,492 schools, 2,440 are Burmese, 9 are English, 19 are Karen, 7 Mahomedan, 15 Tamil, and 2 Chinese.

In the *Western* the increase is found in the Akyab, Kyaukpyu, and Sandoway districts, and is due to the existence of monastic schools with an average attendance of 10, that work or not and remain open or closed, as suits the monk who professes to be the Manager.

Myaungmya also shows an increase of 66, due to (i) the removal of schools to the private list for hopeless inefficiency and (ii) the growth of villages in the delta, peopled by immigrants from Upper Burma, who have not settled down to efficient education as yet. The net increase for the whole circle is 19 schools and 247 pupils.

In the *Northern* the schools have increased by 922 and 7,242 in pupils. The reasons are (i) the transfer to the private list of many monastic schools, the Managers of which do not wish to remain even on the probationary list of public schools, or to conform to the Government standard, in many cases owing to pressure being put upon them. This is our chief difficulty, and it requires time and patience to overcome it. It will be overcome and the private list will gradually decrease. Everything is being done, with tact and caution, to remedy this state of affairs. *Pôngyis* are in a very large number of cases unable to teach even the subjects required for Standards I and II, and they do not like to expose their ignorance. Itinerant teachers have to work with such on the quiet. A large number of educated *pôngyis* hold aloof, and we lose the benefit of their assistance, because they are forbidden to work, by their ecclesiastical superiors. It is a pity, and everything is being done to point out to the *pôngyis* that, by standing aloof, they are losing the position they ought to hold as the fittest educators of the people. It is coming to this, and it is time the monks realized it, that by excluding all secular education from their monasteries they are losing pupils, and before long they will have none to whom they can impart the religious instruction, which alone, they think, should form the school curriculum.

The people will have secular education, and, if the monks do not meet the demand and give secular and religious instruction side by side, the pupils will be sent to lay schools where the secular education can be got, and where the religious may or may not be added.

Explanation of the map.

4. The following table shows the percentage of pupils, boys and girls, under instruction in private schools to the population of school-going age:—

Division.	Population.	1899-1900.		Remarks.
		Scholars.	Percentage of total scholars in private schools to total population of school-going age.	
Arakan	671,899	7,701	7·6	
Pegu	1,456,489	20,564	9·4	
Irrawaddy	1,552,166	13,687	5·9	
Tenasserim	978,073	16,398	11·2	
Mandalay	649,035	15,454	15·9	
Sagaing	670,794	22,465	22·3	
Minbu	1,098,829	22,209	13·5	
Meiktila	550,283	19,039	23·1	

SECTION X.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER EDUCATIONAL LITERATURE.

The Text-book Committee has hitherto concerned itself entirely with Vernacular literature, itself preparing good text-books, or giving its approval after careful examination to books prepared by others. What it has done during the last ten years under the Editor, Mr. Lonsdale, and his Assistants need not be gone into here. The work has been fully recorded year by year. It will suffice to say, that it has revolutionized work in the Vernacular schools of the Province.

Re-organization of Committee and its work.

2. Recent enquiries made by the Government of India into the constitution and work of the Text-book Committees in India and here have led to a re-organization of the Committee in various directions, the chief being that it will concern itself hereafter with text-books generally, and not only those in the Vernacular. This change takes place from 1st April 1900. The report herewith submitted is the last on the work done on the old lines.

Changes in the office.

3. In May last Mr. Lonsdale took leave for 15 months on medical certificate. He had well earned a change and rest after several years of hard, good work. His place was taken by the Sub-Editor, Yeo Wun Sin, who has shown himself in every way fitted for the work, both as to scholarship and industry.

Maung Aung Bwa, the First Assistant, was promoted to act as Sub-Editor; he also has done well. The acting Editor speaks well of all his subordinates, especially Saya Ba and Saya Taing.

4. The members of the Committee during the last year, as always, spared no pains to promote the work entrusted to them.

Books prepared: Algebra and Euclid.

5. (*a*) The preparation of a Burmese Algebra, and four books of Euclid, for Messrs. Longmans, Green and Company, to which reference was made in last year's report, has been finished. These books will be for Standards V—IX inclusive, and they supply a need long felt.

Elementary science.

(*b*) The Elementary Science series, for use in Standards III—VII, as the alternative to Geography, has been completed, by the publications of No. 5 for Standard VII.

Arithmetic.

(*c*) The Arithmetic in Burmese for the Middle department was finished for Messrs. MacMillan and Company.

Lee Warner's 'Citizen of India' and Bell's 'Laws of Wealth'.

(*d*) With the consent of Messrs. MacMillan and Company, and Messrs. Thacker, Spink and Company, respectively, translations of Lee Warner's 'Citizen of India' and Bell's 'Laws of Wealth' were begun. It has been necessary to adapt the former somewhat to suit Burma. I should like to see a large number of both these books purchased by the Government for gratuitous distribution. They are simple in style and correct in matter, and are calculated to remove many of the false and ignorant notions that get spread about among the people. I should like to see these books extensively used.

Bailey's Oral Teaching.

(*e*) The first edition of Bailey's 'Oral Teaching in Infant schools' having run out, a second edition was taken in hand.

Geography.

(*f*) The Province has now an admirable set of Geographies in Burmese that have been specially prepared. The books show how Geography ought to be taught, so as to avoid mere cram and repetition, and to bring out the intelligence of the pupils. They have completely revolutionized the teaching of this subject in the Vernacular schools, and I am glad to say that some Anglo-Vernacular schools use them in preference to the miserable catalogues of names that go under the name of Geographies, that lazy teachers are so fond of. The last but one of the series, the Geography of Europe for Standard VI, is well in hand.

Remarks on Vernacular Text-books produced during last ten years.

6. In the last ten years, the Text-book Committee, in addition to examining the works of writers outside, has itself prepared a complete set of Burmese Readers, a Burmese Grammar, a set of Arithmetics for Standards I—IV, an

Arithmetic for Standards V—VII, an Algebra for Standards V—VII, Euclid, Books I—IV, an Elementary Science series for Standards III—VII, a complete set of Geographies, a Talaing reader for Standards I and II, a complete set of text-books for Standards VIII and IX, Vernacular, Translations and adaptations of five books on "Teaching," the Burmese text for the Calcutta Entrance, a complete set of Burmese copy-books, a translation of Morris' 'Drawing,' and a translation of Bell's 'Course of Physical training,' for Primary schools, and for Middle schools.

If one looks back and sees how painfully devoid of text-books in Burmese the Province was, the above list is a remarkably good record of work, and shows that this very essential branch of education has been fully and carefully kept in view.

Other work done.

7. In addition to his legitimate work, the Editor gives the office of the Director of Public Instruction much help in translating notices and circulars. He draws up the details of the quarterly summary of literature produced in the Province, and helps largely in connection with the Patamabyan examinations; all this he does without prejudice to his own duties.

Books examined for approval.

8. The following books were submitted to the Text-book Committee for examination and approval:—

"Companion to the Text-book Committee's Burmese Grammar" by J. Carey, B.A.; "First and Second Burmese Primer," American Baptist Mission Press; "Geography of India and Burma" by Maung Po Ta; "Key to the Paleiksa Egyin" by Maung Paung Yo; a 'Kindergarten Guide' by an Itinerant Teacher, Maung Hla Aung.

Special mention of members.

9. I wish specially to mention the great help the Committee has had from the Rev. Dr. Cushing Mr. Taw Sein Ko, and Mr. Hla Oung, whose scholarship and advice have always been readily placed at our disposal.

SECTION XI.

CONCLUSION.

Offices.

The work of my office and of that of the Inspectors of Schools in Upper and Lower Burma has been done under pressure; but it has been carried out punctually and well. The increase of work is being felt; the Province is growing educationally, and the effect is being felt in our offices.

Need of reorganization as to numbers and pay.

2. It will be necessary to strengthen them; and a scale of salary will have to be given that will place them on an equal footing with the offices under other Departments, and will offer some inducement to men to join and to remain when they have joined. A vacancy in the Northern circle was advertised for three months, and no one could be found willing to take it up. Each year we lose clerks, who leave to better their prospects, just as they have learnt their work and become useful.

Special mention.

3. In Mr. Kamen, my Superintendent, I have a good, reliable worker; and so with the Accountant, Maung Ne Dun. Every clerk in the office has worked his best, and two have been compelled to take sick leave: it would be invidious to mention any in particular.

The Inspectors specially mention Maung Pyo Daing, Maung Myaing, Maung Thaw, and Ahmed Ali.

Relations of the department with District Officers, Municipalities, and Managers.

4. The relations of the department with District Officers, Municipalities, and School managers have been good. I have personally to thank many for the help they have given, and for their ready co-operation in the work of promoting education in the province.

JOHN VANSOMEREN POPE,
Director of Public Instruction, Burma.

RANGOON:
The 23rd July 1900.

APPENDICES.

GENERAL TABLE I.—*Abstract Return of Colleges, Schools, and Scholars in Burma for the official year 1899-1900.*

For details, see General Table III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.				
				University education.		*School education, general.*		*School education, special.*							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary.	Grand total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
165,408	Towns ... 60 Villages ... 28,709 Total ... 28,769	Males ... 3,887,156 Females 3,740,412 Total ... 7,627,568	Institutions ... For males ...	2	...	286	3,881	5	28	4,202	...	12,507	16,709	Institutions to number of towns and villages ... 59·27	
			Institutions ... For females	...	...	36	229	5	10	280	...	61	341		
			Total ...	2	...	322	4,110	10	38	4,482	...	12,568	17,050	.....	
			Scholars ... Males ...	112	...	22,162	97,414	177	955	120,820	...	134,699	255,519	Male scholars to male population of school-going age ... 43·92	
			Scholars ... Females ...	3	...	5,239	24,057	124	227	29,650	...	2,818	32,468	Female scholars to female population of school-going age ... 5·79	
			Total ...	115	...	27,401	121,471	301	1,182	150,470	...	137,517	287,987	.....	

GENERAL TABLE II.—*Abstract Return of Expenditure on Public Instruction in Burma for the official year 1899-1900.*

(For details, see General Table IV.)

Nature of expenditure.	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on public instruction.	Remarks.
	University education.		*School education, general.*		*School education, special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Institutions ... For males	71,487	...	5,73,065	2,63,872	42,178	52,374	10,02,976	...	42,126	1,54,116	29,122	1,75,536	11,175	32,593	4,44,668	1,607,948	
For females	...	...	1,10,709	30,622	7,474	11,499	1,60,304										
Total ...	71,487	...	6,83,774	2,94,494	49,652	63,873	11,63,280	...	42,126	1,54,116	29,122	1,75,536	11,175	32,593	4,44,668	1,607,948	
(*a*) Percentages of provincial expenditure included in columns 2 to 17 to total provincial expenditure on public instruction.	6·77	...	21·81	11·93	5·60	6·56	52·67	...	5·72	19·36	3·96	14·82	·38	3·09	47·33	100	
(*b*) Percentages of local fund expenditure included in columns 2 to 17 to total local fund expenditure on public instruction.	...	...	20·44	73·91	...	...	94·35	...	...	5·52	...	·10	...	·03	5·65	100	
(*c*) Percentages of municipal expenditure included in columns 2 to 17 to total municipal expenditure on public instruction.	...	...	73·22	20·58	...	...	93·80	...	...	·70	...	3·49	·60	1·41	6·20	100	
(*d*) Percentages on total expenditure in columns 2 to 17 to total expenditure on public instruction.	4·45	...	42·52	18·32	3·09	3·97	72·35	...	2·62	9·58	1·81	10·92	·69	2·03	27·65	100	
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.										
Government institutions. Cost to provincial revenues ...	451 13 3	...	37 11 11	...	145 0 7	46 8 5	73 11 3										
Cost to local and municipal funds	...	...	...	...	...	...	...										
Total cost ...	515 1 10	...	77 12 6	...	174 13 4	61 10 2	102 6 0										
Local Fund schools. Cost to provincial revenues ...	...	...	...	...	...	...	...										
Cost to local funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Municipal schools. Cost to provincial revenues ...	...	...	1 13 11	...	...	...	1 13 0										
Cost to municipal funds ...	...	...	21 11 4	29 14 1	...	...	21 15 4										
Total cost ...	...	...	48 8 10	48 2 7	...	...	48 8 8										
Institutions in Native States. Cost to Native State revenues ...	...	...	...	...	...	...	...										
Cost to local and municipal funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Aided institutions. Cost to provincial revenues ...	266 10 8	...	5 4 0	0 14 10	...	4 8 3	1 12 10										
Cost to local and municipal funds	...	...	4 6 7	1 12 9	...	...	2 5 0										
Total cost ...	1,933 5 4	...	21 6 6	3 1 0	...	4 8 3	6 13 4										
Unaided institutions Total cost ...	...	...	...	...	...	...	...										
All institutions Cost to provincial revenues ...	437 3 4	...	6 0 6	0 14 9	145 0 7	45 4 10	3 2 5										
Cost to local and municipal funds	...	...	5 12 9	1 13 2	...	...	2 10 7										
Total cost ...	627 1 3	...	25 11 1	1 7,	174 13 4	59 15 7	9 7 2										

Percentage of provincial expenditure included in column 17 to total expenditure on public instruction	45·77
Percentage of local fund expenditure included in column 17 to total expenditure on public instruction	11·83
Percentage of municipal expenditure included in column 17 to total expenditure on public instruction	9·81
Percentage of expenditure from fees included in column 17 to total expenditure on public instruction	19·70
Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction	12·89
Total ...	100·00

GENERAL TABLE III.—*Return of Colleges, Schools, and*

PUBLIC INSTI

Class of institution.	UNDER PUBLIC MANAGEMENT.											
	Managed by Government.				*Managed by Local Funds and Municipal Boards.*				*Maintained by Native States.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Arts Colleges.												
UNIVERSITY EDUCATION. English	1	106	105	89	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional training.												
UNIVERSITY EDUCATION. Law	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Medicine	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Teaching	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	106	105	89	...	...	...	...	...	...	...	...
Secondary Schools.												
SCHOOL EDUCATION, GENERAL. For boys — High schools	2	826	794	720	3	858	776	677	...	...	...	...
SCHOOL EDUCATION, GENERAL. For boys — Middle do. English	1	101	92	86	14	1,723	1,587	1,426	...	...	...	...
SCHOOL EDUCATION, GENERAL. For boys — Middle do. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle do. English	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle do. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	927	886	806	17	2,581	2,363	2,103	...	...	...	...
Primary Schools.												
SCHOOL EDUCATION, GENERAL. For boys	...	...	...	...	2	81	74	62	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	2	81	74	62	...	...	...	...
Schools for Special instruction.												
SCHOOL EDUCATION, SPECIAL. Training schools for masters	5	175	171	154	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training schools for mistresses	5	126	113	108	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law schools	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying schools	22	591	528	471	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial schools	1	97	97	92	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other schools	14	462	409	335	...	...	...	...	...	...	...	...
Total	47	1,451	1,318	1,160	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	51	2,484	2,309	2,055	19	2,662	2,437	2,165	...	...	...	...

PRIVATE INSTITUTIONS

1. Advanced teaching—
   (*a*) Arabic or Persian ... ...
   (*b*) Sanskrit ... ...
   (*c*) Any other Oriental classic ... ...
2. Elementary, teaching a vernacular only or mainly ... ...
3. Elementary, teaching the Koran ... ...
4. Other schools not conforming to departmental standard ... ...

Sholars in Burma for the official year 1899-1900.

TUTIONS.

Under private management.								Grand total of public institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning			Classification of scholars on the 31st March according to race or creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
Aided by Government, or by Local Funds or Municipal Boards.				*Unaided.*																
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.			
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1	9	9	9	...	...	...	...	2	115	115	79	...	17	16	2	3	77	3	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	9	9	9	...	...	...	...	2	115	115	79	...	17	16	2	3	77	3	...	
12	3,409	3,225	3,182	...	...	...	...	17	5,093	5,093	389	4,704	817	763	221	345	2,947	115	...	
40	3,971	3,705	3,215	...	...	...	...	55	5,798	5,798	948	4,850	199	1,466	563	465	3,105	481	...	
214	13,760	13,760	13,760	...	...	...	...	214	13,760	...	6,576	13,760	...	781	34	269	12,676	2,759	...	
6	916	894	788	...	...	...	...	6	916	916	395	521	826	48	2	3	37	...	190	
9	556	501	440	...	...	...	...	9	556	556	36	520	286	89	5	6	170	...	207	
21	1,278	1,278	1,278	...	...	...	...	21	1,278	...	294	1,278	...	450	1	49	778	...	469	
302	23,893	23,363	22,663	...	...	...	...	322	27,401	12,363	8,638	25,633	2,128	3,597	826	1,137	19,713	3,355	866	
2,702	87,798	87,793	87,502	1,177	25,737	25,737	25,737	3,881	113,616	1,518	53,290	110,124	44	7,954	1,247	1,806	102,565	19,208	...	
202	7,195	7,160	7,131	27	660	660	660	229	7,855	321	2,899	7,722	57	408	56	123	7,211	...	3,006	
2,904	94,993	94,953	94,633	1,204	26,397	26,397	26,397	4,110	121,471	1,839	56,189	117,846	101	8,362	1,303	1,929	109,776	19,208	3,006	
...	...	...	...	...	...	...	...	5	175	117	...	150	8	93	2	3	69	1	...	
...	...	...	...	...	...	...	...	5	126	126	...	111	15	81	...	...	30	...	3	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	32	31	30	...	...	...	...	22	591	235	...	591	24	23	15	14	515	...	...	
...	...	...	...	...	...	...	...	2	129	...	...	129	...	32	8	12	77	10	...	
								14	462	368	39	214	250	63	20	5	124	39	178	
1	32	31	30	...	...	...	...	48	1,483	846	39	1,195	297	292	45	34	815	50	181	
3,208	118,927	118,356	117,335	1,204	26,397	26,397	26,397	4,482	150,470	15,163	64,943	144,674	2,543	12,267	2,176	3,103	130,391	22,616	4,053	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	For boys		12,213	131,573	...	65,335	131,573	...	284	...	10	131,279	1,520	...	
						For girls		60	895	...	418	895	...	...	...	1	894	...	262	
...	...	...	...	...	...	For boys		259	4,299	...	4,299	...	...	...	2	4,297	...	600	...	
						For girls		...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	For boys		35	740	354	395	92	...	...	323	...	417	56	...	
						For girls		1	10	10	10	...	...	...	...	...	10	...	1	
						Total	...	12,568	137,517	364	70,457	132,560	...	284	325	4,308	132,600	2,176	263	
						Grand total	...	17,050	287,987	15,527	135,402	277,234	2,543	12,551	2,501	7,411	262,981	24,792	4,316	

GENERAL TABLE IV.—*Return showing Expenditure on Public*

PUBLIC INSTI

UNDER PUBLIC MANAGEMENT.

Objects of expenditure.	*Managed by Government.*							*Managed by Local Funds and Municipal Boards.*							*Maintained by*			
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION. English	47,442	...	...	6,645	...	...	54,087	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional training.																		
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	47,442	...	...	6,645	...	...	54,087	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																		
SCHOOL EDUCATION, GENERAL. For boys. High schools	29,838	...	...	33,052	...	...	62,890	970	...	17,163	23,455	...	...	41,588	...	...	...	...
For boys. Middle do. ... English ...	3,605	...	...	2,421	...	...	6,026	3,448	...	34,139	35,553	...	...	73,140	...	...	...	...
For boys. Middle do. ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls. High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls. Middle do. ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls. Middle do. ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	33,443	...	...	35,473	...	...	68,916	4,418	...	51,302	59,008	...	..	1,14,728	...	...	...	...
Primary Schools.																		
For boys	...	..	...	...	...	...	...	...	...	2,211	1,353	...	...	3,564	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	2,211	1,353	...	...	3,564	...	...	...	...
Schools for Special Instruction.																		
SCHOOL EDUCATION SPECIAL. Training schools for masters ..	33,869	...	...	...	229	8,080	42,178	...	...	...	...	...	...	...	...	...	..	...
Training schools for mistresses ...	7,322	...	...	152	...	...	7,474	...	...	...	...	...	...	...	...	...	...	...
School of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	34,590	...	...	7,211	...	...	41,801	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	6,635	...	...	...	...	...	6,665	...	...	...	...	...	...	...	...	...	..	...
Other schools	6,852	...		6,414	559	1,442	15,267	...	...	...	...	...	..	...	...	...	...	...
Total ...	89,298	...	...	13,777	788	9,522	1,13,385	...	...	...	...	...	...	...	...	...	...	...
Buildings	83,536	...	...	...	...	...	83,536	800	...	...	...	...	...	800	...	...	...	...
Furniture and apparatus (special grants only).	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	83,536	...	...	...	...	...	83,536	800	...	...	...	...	...	800	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Primary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Special schools other than training schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	2,53,719	...	...	55,895	788	9,522	3,19,924	5,218	...	53,513	60,361	...	...	1,19,092	...	...	...	...

(*a*) Rs. 19,401. | (*b*) Rs. 15,718 | (*c*) Rs. 7,173. | (*d*) Rs. 5,017. | (*e*) Rs. 9,906. | (*f*) Rs. 3,543. | (*g*) of the Rs. 5,000. | (*h*) Rs. 415. (*k*) Rs. 1,755 | (*l*) Rs. 714. | (*m*) Rs. 1,299. | (*n*) 3,768 of these items represent the cost of Kindergarten Government Normal School Moulmein American Baptist Mission Bghai Karen School Toungoo, these being taken as boy's Schools, the balance under each head is the cost of the Kinder-

Instruction in Burma for the official year 1899-1900.

TUTIONS.

Native States.			Under private management.											Total expenditure from					
			Aided by Government or by Local Funds or Municipal Boards.							*Unaided.*									
Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand total.
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	2,400	...	...	287	...	14,713	17,400	...	...	...	...	49,842	...	...	6,932	14,713	71,487
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	2,400	...	...	287	...	14,713	17,400	...	...	...	...	49,842	...	...	6,932	14,713	71,487
...	...	...	32,113(*a*)	...	18,086	76,379	10,062	23,992	1,60,632	...	...	...	...	62,921	...	35,249	1,32,886	34,054	2,65,110
...	...	...	38 498(*b*)	1,682	17,978	63,704	8,497	25,707	1,56,066	...	...	...	...	45,551	1,682	52,117	1,01,678	34,204	2,35,232
...	...	...	18,946	35,579	18,198	...	...	...	72,723	...	...	...	...	18,946	35,579	18,198	...	...	72,723
...	...	...	21,573(*c*)	...	2,895	24,476	4,545	14,574	68,063	...	...	...	...	21,573	...	2,895	24,476	19,119	68,063
...	...	...	9,359(*d*)	438	4,120	13,035	1,653	7,825	36,430	...	...	...	...	9,359	438	4,120	13,035	9,478	36,430
...	...	...	2,166	1,187	2,863	...	...	...	6,216	...	...	...	...	2,166	1,187	2,863	...	...	6,216
...	...	...	122,655	38,886	64,140	1,77,594	24,757	72,098	5,00,130	...	...	...	...	1,60,516	38,886	1,15,442	2,72,075	96,855	6,83,774
...	...	...	75,074(*e*)	1,35,423	23,165	18,140	2,852	5,654	2,60,305	...	...	...	...	75,074	1,35,423	25,376	19,493	8,506	2,63,872
...	...	...	12,728 *f*)	5,191	7,077	4,526	...	1,100	30,622	...	...	...	...	12,728	5,191	7,077	4,526	1,100	30,622
...	...	...	87,802	1,40,614	30,242	22,666	2,852	6,754	2,90,930	...	...	...	...	87,802	1,40,614	32,453	24,019	9,606	2,94,494
...	...	..	...	...	...	...	...	...	...	...	...	...	...	33,869	...	...	...	8,309	42,178
...	...	...	...	...	...	...	...	...	...	...	...	...	...	7,322	...	...	152	...	7,474
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	34,590	...	...	7,211	...	41,801
...	...	...	140	...	...	...	...	...	140	...	...	...	...	6,805	...	...	...	...	6,805
...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,852(*k*)	...	...	6,414(*l*)	2,001(*m*)	15,267(*a*)
...	...	...	140	...	...	...	...	...	140	...	...	...	...	89,438	...	...	13,777	10,310	1,13,525
...	...	...	24,700 *g*)	200	5,500	...	...	60,800	91,200	...	...	...	...	1,09,036	200	5,500	...	60,800	1,75,536
...	...	...	2,775(*h*)	...	950	...	..	7,450	11,175	...	...	...	...	2,775	...	950	...	7,450	11,175
...	...	...	27,475	200	6,450	...	...	68,250	1,02,375	...	...	...	...	1,11,811	200	6,450	...	68,250	1,86,711
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	42,126	...	...	...	...	42,126
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,42,505	10,501	1,110	...	...	1,54,116
...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,022	...	...	...	...	6,022
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,556	...	...	...	...	6,556
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,554	...	...	...	...	1,554
...	...	...	...	...	...	...	...	...	...	...	...	...	...	14,990	...	...	...	...	14,990
...	...	...	...	...	...	...	...	...	...	...	...	...	...	22,760	50	2,223	...	7,560	32,593
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,36,513	10,551	3,333	...	7,560	2,57,957
...	...	...	2,40,472	1,79,700	1,00,832	2,00,547	27,609	1,61,815	9,10,975	...	...	...	...	7,35,922	1,90,251	1,57,678	3,16,863	2,07,294	16,07,948

Represent the cost of Provincial, Revenue on account of Rangoon Municipality.
and that attached to the Baptist College Rangoon, and the American Baptist Mission Tamil and Telégu School 73 Dalhousie Street Rangoon, and the garten Department attached to girl's Schools.

GENERAL TABLE V.—*Return of the stages of instruction of pupils in public schools for general education in Burma for the official year 1899-1900.*

Class of schools.		Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary stage.						Total.		
													Reading printed books.			*Not reading printed books.*					
				1			2			3			4			5					
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																					
For boys — Government	English	3	927	135	...	135	352	...	352	253	1	254	185	1	186	...	...	...	925	2	927
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local funds	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal	English	17	2,581	94	...	94	845	...	845	912	...	912	730	...	730	...	...	...	2,581	...	2,581
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	English	52	7,383	192	3	195	1,796	115	1,911	2,279	203	2,482	2,522	273	2,795	...	...	...	6,789	594	7,383
	Vernacular	214	13,760	...	...	...	972	73	1,045	2,571	348	2,919	7,458	2,338	9,796	...	...	...	11,001	2,759	13,760
Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total		286	24,651	421	3	424	3,965	188	4,153	6,015	552	6,567	10,895	2,612	13,507	...	...	...	21,296	3,355	24,651
For girls — Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local funds	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	English	15	1,472	1	56	57	24	271	295	112	341	453	260	407	667	...	...	...	397	1,075	1,472
	Vernacular	21	1,278	...	...	...	45	118	163	104	155	259	320	536	856	...	...	...	469	809	1,278
Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total		36	2,750	1	56	57	69	389	458	216	496	712	580	943	1,523	...	...	...	866	1,884	2,750
Total, Secondary School		322	27,401	422	59	481	4,034	577	4,611	6,231	1,048	7,279	11,475	3,555	15,030	...	...	...	22,162	5,239	27,401

Primary Schools—																								
For boys	Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local funds	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	2	81	...	...	...	...	...	...	36	1	37	44	...	44	...	...	...	80	1	81
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	...	...	...	2,702	87,798	...	...	...	...	...	...	6,706	1,206	7,912	63,366	16,520	79,886	...	...	...	70,072	17,726	87,798
	Unaided	...	...	...	1,177	25,737	...	...	...	...	...	...	50	1	51	24,206	1,480	25,686	...	...	...	24,256	1,481	25,737
			Total	...	3,881	113,616	...	...	...	...	...	...	6,792	1,208	8,000	87,616	18,000	105,616	...	...	...	94,408	19,208	113,616
For girls	Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local funds	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	...	...	...	202	7,195	...	...	...	...	...	...	272	295	567	2,500	4,128	6,628	...	...	...	2,772	4,423	7,195
	Unaided	...	...	...	27	660	...	...	...	...	...	...	4	11	15	230	415	645	...	...	...	234	426	660
			Total	...	229	7,855	...	...	...	...	...	...	276	306	582	2,730	4,543	7,273	...	...	...	3,006	4,849	7,855
			Total, Primary Schools	...	4,110	121,471	...	...	...	...	...	...	7,068	1,514	8,582	90,346	22,543	112,889	...	...	...	97,414	24,057	121,471
			GRAND TOTAL	...	4,432	148,872	422	59	481	4,034	577	4,611	13,299	2,562	15,861	101,821	26,098	127,919	...	...	...	119,576	29,296	148,872

GENERAL TABLE VI.—*Return showing the results of prescribed examinations in Burma for the year 1899-1900.*

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					Remarks.
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ARTS COLLEGES—																				
1. Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Arts	1	...	...	1	10	...	...	1	11	2	...	...	1	3	1	1	...	...	...	
3. B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	
4. First B. A.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
First B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
First Arts	1	1	...	2	53	5	...	1	59	22	1	...	...	24	6	2	...	...	16	
Previous examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
ORIENTAL COLLEGES—																				
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honours in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honours in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Persian ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Persian ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Master of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Bachelor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

Medicine—																						
1. M. D.			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. M. B.			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery ...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. L. M. S.			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. First M. B.			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
First L. M. S.			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering—																						
1. M. C. E.			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B. C. E.			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. L. C. E.			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First L. C. E.			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching—																						
1. Licentiate in Teaching			19	65	304	388	45	172	376	66	659	8	87	106	23	224	30	76	7	...	111	
Schools for General Education—																						
1. Matriculation	Boys ...		5	7	...	12	102	57	19	3	181	65	31	3	1	100	22	1	3	4	70	
	Girls ...		...	6	...	6	...	26	...	...	26	...	15	...	...	15	14	...	...	...	1	
2. Middle School examination ...	Boys ...		20	234	...	254	993	2,591	191	53	3,828	629	1,781	56	6	2,472	173	462	61	110	1,666	
	Girls ...		...	26	...	26	...	329	...	...	329	...	221	...	...	221	89	98	...	6	28	
3. Upper Primary examination ...	Boys ...		22	1,289	...	1,311	1,103	13,925	...	...	15,028	800	7,718	...	...	8,518	198	1,077	146	234	6,863	
	Girls ...		...	120	...	120	...	899	...	...	899	...	658	...	...	658	206	180	14	13	245	
4. Lower Primary examination ...	Boys ...		22	2,968	...	2,990	901	72,477	...	...	73,378	815	36,429	...	...	37,244	182	3,212	501	720	32,629	
	Girls ...		...	238	...	238	...	5,295	...	...	5,295	...	3,325	...	...	3,325	302	385	250	28	2,360	
5. Public Service Certificate examination.	English ...		5	5	...	10	10	6	...	52	68	8	5	...	36	49	7	4	1	1	36	
	Vernacular		...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	
Schools for General Instruction—																						
1. Training School examination for masters.	Upper ...		1	3	...	4	18	15	...	...	33	12	12	...	...	24	7	6	...	1	10	
	Lower ...		...	...	...	...	...	7	...	...	7	...	6	...	...	6	...	3	...	...	3	
2. Training School examination for mistresses.	Upper ...		...	5	...	5	...	35	...	...	55	...	23	...	...	23	8	15	...	...	...	
	Lower ...		...	...	...	...	...	5	...	...	5	...	2	...	...	2	...	2	...	...	...	
3. School of Arts examination			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. Medical examination			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Examination in Engineering and Surveying			20	...	2	22	213	...	3	22	238	161	...	2	6	169	...	...	...	1	168	
6. Industrial School examination			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
7. Veterinary examination			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

GENERAL TABLE VII.—*Return showing the Distribution of Local Fund and Municipal*

Objects of expenditure.	Expenditure of Local Fund Boards on public instruction.														
	In institutions managed by Local Fund Boards.											*In institutions managed by*			Total Local Funds expenditure on public institutions.
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.															
UNIVERSITY EDUCATION. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional training.															
UNIVERSITY EDUCATION. Law	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...
UNIVERSITY EDUCATION. Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Agriculture	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.															
SCHOOL EDUCATION, GENERAL. For boys. High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For boys. Middle schools. English	...	...	...	...	...	...	...	...	...	...	...	...	...	1,682	1,682
SCHOOL EDUCATION, GENERAL. For boys. Middle schools. Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	35,579	35,579
SCHOOL EDUCATION, GENERAL. For girls. High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls. Middle schools. English	...	...	...	...	...	...	...	...	...	...	...	...	...	438	438
SCHOOL EDUCATION, GENERAL. For girls. Middle schools. Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,187	1,187
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	38,886	38,886
Primary Schools.															
SCHOOL EDUCATION, GENERAL. For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	1,35,423	1,35,423
SCHOOL EDUCATION, GENERAL. For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	5,191	5,191
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,40,614	1,40,614
Schools for Special instruction.															
SCHOOL EDUCATION, SPECIAL. Training schools for masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training schools for mistresses ...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Survey schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	200	200
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	200	200
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,501
Scholarships held in— Arts colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Primary schools ...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Special schools other than training schools	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
Miscellaneous	...	..	...	...	...	...	...	...	...	...	...	...	...	...	50
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,551
GRAND TOTAL ...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,79,700	1,90,251

Expenditure on Public Instruction in Burma for the official year 1899-1900.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
In institutions managed by Municipal Boards.											*In institutions managed by*			Total Municipal expenditure on public instruction.	Total expenditure of Local Funds and Municipal Boards on public instruction.	Remarks.
Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or associations.			
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3	858	776	677	970	17,163	...	23,455	...	...	41,588	...	...	18,086	35,249	35,249	
14	1,723	1,587	1,426	3,448	34,139	...	35,553	...	...	73,140	...	...	17,978	52,117	53,799	
...	...	...	...	...	...	...	...	...	...	...	...	...	18,198	18,198	53,777	
...	...	...	...	...	...	...	...	...	...	...	...	...	2,895	2,895	2,895	
...	...	...	...	...	...	...	...	...	...	...	...	...	1,120	4,120	4,568	
...	...	...	...	...	...	...	...	...	...	...	...	...	2,863	2,863	4,050	
17	2,581	2,363	2,103	4,418	51,302	...	59,008	...	...	1,14,728	...	...	64,140	1,15,442	1,54,328	
2	81	74	62	...	2,211	...	1,353	...	...	3,564	...	...	23,165	25,376	1,60,799	
...	...	...	...	...	...	...	...	...	...	...	...	...	7,077	7,077	12,268	
2	81	74	62	...	2,211	...	1,353	...	...	3,564	...	...	30,242	32,453	1,73,067	
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	800	...	...	...	...	...	800	...	...	5,500	5,500	5,760	
...	...	...	...	...	...	...	...	...	...	...	...	...	950	950	950	
...	...	...	...	800	...	...	...	...	...	800	...	...	6,450	6,450	6,650	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,110	11,611	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,223	2,273	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,333	13,884	
19	2,662	2,437	2,165	5,218	53,513	...	60,361	...	...	1,19,092	...	...	1,00,832	1,57,678	3,47,929	

d

BOYS.

GENERAL TABLE VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1899-1900.*

Class of hostel or boarding-house.	Number of		Number of boarders who are students of				Expenditure from					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
1. Managed by Government	...	...	...	...	...	...	...	...	...	...	...	
2. Managed by local or municipal boards	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by local or municipal boards	43	2,427	9	1,005	1,234	179	2,716	1,297	35,171	76,118	1,15,302	
4. Unaided	204	3,488	...	6	3,482	...	...	...	26,193	...	26,193	
Total ...	247	5,915	9	1,011	4,716	179	2,716	1,297	61,364	76,118	1,41,495	

GIRLS.

Class of hostel or boarding-house.	Number of		Number of boarders who are students of				Expenditure from					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
1. Managed by Government	...	...	...	...	...	...	...	...	...	...	...	
2. Managed by local or municipal boards	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by local or municipal boards	26	916	...	304	542	70	1,679	610	15,226	48,495	66,010	
4. Unaided	5	180	...	61	119	...	...	...	4,386	682	5,068	
Total ...	31	1,096	...	365	661	70	1,679	610	19,612	49,177	71,078	

Return showing the classification of Pupils attending public institutions in Burma for the year 1899-1900 according to religion.

Class of institution.		Total public institutions	Number of scholars on 31st March 1900.	Classification of scholars on 31st March according to religion.					Remarks
				Christians.	Mahomedans.	Hindus.	Buddhists.	Others.	
1		2	3	4	5	6	7	8	9
	Arts Colleges.								
University Education.	English	2	115	33	3	2	75	2	
	Oriental	...	...	...	...	...	...	...	
	Colleges or departments of colleges for professional training.								
	Law	...	...	...	...	...	...	...	
	Medical	...	...	...	...	...	...	...	
	Engineering	...	...	...	...	...	...	...	
	Total	2	115	33	3	2	75	2	
	Secondary Schools.								
School Education, General.	For boys — English	72	10,891	3,245	810	781	5,886	166	
	For boys — Vernacular	214	13,760	781	269	34	12,675	1	
	For girls — English	15	1,472	1,249	9	7	171	36	
	For girls — Vernacular	21	1,278	450	49	1	778	...	
	Total	322	27,401	5,725	1,137	826	19,510	203	
	Primary Schools.								
	For boys	3,881	113,616	7,998	1,806	1,247	102,515	50	
	For girls	229	7,855	465	123	56	7,203	8	
	Total	4,110	121,471	8,463	1,929	1,303	109,718	58	
	Schools for special instruction.								
School Education, Special.	Training schools for masters	5	175	101	3	2	69	...	
	Training schools for mistresses	5	126	96	...	...	30	...	
	Schools of art	...	...	...	...	...	...	...	
	Law schools	...	...	...	...	...	...	...	
	Medical schools	...	...	...	...	...	...	...	
	Engineering and Surveying schools	22	591	47	14	15	513	2	
	Industrial schools	2	129	52	12	8	77	...	
	Other schools	14	462	313	5	20	98	26	
	Total	48	1,483	589	34	45	787	28	
Total of colleges and schools of public instruction.		4,482	150,470	14,810	3,103	2,176	130,090	291	

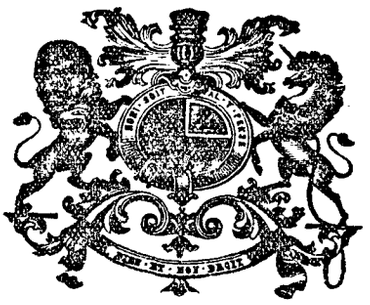
G. B. C. P. O.—No. 385, D., P. I., 27-11-1900—604.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1900-1901.



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1901.

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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1900-1901.

Extract from the Proceedings of the Government of Burma in the Educational Department,—No. 6E.-20, dated the 28th November 1901.

READ—

The Report of the Director of Public Instruction for the year 1900-1901.
The Report of the Educational Syndicate for the year 1900-1901.

RESOLUTION.—The length of the Education Report has been restricted to the prescribed limit and considerable pains have been taken to give effect to the recent orders of the Government of India regarding the manner in which the report is to be prepared.

But these orders appear to have been, to some extent, misunderstood. In paragraph 4 of Home Department letter No. 2744, dated the 26th March 1901, detailed instructions are laid down as to the scope of the general summary and a list of subjects is given which are held to deserve more close attention than has hitherto been devoted to them.

In the present report these subjects have been dealt with in separate paragraphs in the introduction instead of under the appropriate sections of the report as, it appears, that they should have been. The result is that the introduction has been expanded to an inordinate length and this arrangement detracts from the value of the report. In the Lieutenant-Governor's opinion, if any introduction is required at all, it should be confined to one or two paragraphs only.

The instructions contained in paragraph 8 of Home Department letter No. 439, dated the 19th December 1900, modifying Table III and prescribing an additional table have been overlooked.

2. The Government of India specially directed that every change of system should be fully described, but effect has not been given to these orders by the Director of Public Instruction.

Changes of system.

The following changes in the grant-in-aid rules were adopted after discussion by conferences of managers and after consultation with the Educational Syndicate:—

(*a*) That in cases of urgency the period of a salary-grant may be extended by one year.

(*b*) That a simple course below the first standard be arranged for young children in Anglo-Vernacular schools, similar to that now in vogue in Vernacular schools.

(*c*) That certain changes be made in the English course with a view to requiring a more thorough grasp of English from pupils who desire to enter the High department.

(*d*) That the course in geography be more definitely stated and certain text-books be prescribed; (2) that memory maps be confined to the outline and principal features of the great divisions and only the principal countries of each division.

(*e*) That if third year normal students in Vernacular Girls' schools have at least forty hours' instruction during the year in Kindergarten work and pass an examination on the work they have had, the fact be entered in their Teachers' certificate; (2) that if a girl obtain an Anglo-Vernacular primary grade certificate she may be entitled to such Kindergarten certificate as the Government offers, after a year's course of Kindergarten training; (3) that certain modifications be made in the amount and character of work required of children in the first and second years of Kindergarten, such changes being made with a view to lessen the amount of mechanical work, in order to make room for more mental work by the children.

(*f*) That arrangements whereby the results of quarterly test examinations are to hold in the annual examination be incorporated in the Code.

(*g*) That Sgau-Karen be included in the list of optionals for Vernacular schools.

(*h*) That the Tamil, Telegu and Urdu courses be revised.

(*i*) That the minimum of attendance be raised from 250 to 300 per annum and that in all Anglo-Vernacular schools, 300 attendances, be required from all pupils without distinction as to race.

(*j*) That the number of free students allowed in a school, exclusive of orphans, be reduced from 25 to 10 per cent.

(*k*) That the minimum fee in Anglo-Vernacular schools be Re. 1 for Standards I and II, Rs. 2 for Standards III and IV, and Rs. 3 for Standards V, VI and VII.

The standards of examination have also been recast and the opportunity afforded by the issue of a revised edition of the Education Code has been taken to carry out various minor changes in the rules.

Orders on the quinquennial report.

3. As mentioned in last year's Resolution the fees in the Rangoon College have been substantially raised. The action taken to increase fees and restrict the number of free pupils in Anglo-Vernacular schools has been described in the previous paragraph. The question of devising further means of extending primary education in Upper Burma and of providing additional funds for the same purpose in Lower Burma is still under consideration. The matter of funds at any rate is likely to be satisfactorily settled.

General results.

4. In this and the following paragraphs the orders of the Government of India, requiring that the information contained in the report, should not be summarised in the Local Gov-

ernment's review and limiting the scope of comment and criticism have been borne in mind. The total number of schools and scholars in the province shows a substantial increase. The advance in the number of schools was confined to private institutions, but the improvement in respect of the number of pupils was shared almost equally by public and private schools. Except as regards the number of primary schools, which has shown a backward tendency for several years past, the statistics give evidence of satisfactory progress. As already mentioned special measures are being undertaken, with a view to further primary education and it is hoped that the decline in the number of schools may be arrested.

The general statistics relating to expenditure are commented on in paragraphs 29 to 31 of the report. Fees have increased and there will no doubt be a further advance next year when the enhancements recently sanctioned will have come into force. More money was spent on primary education both from Provincial and from Local Funds. On the other hand the increased cost of secondary education, so far as it was not met by fees, was provided for the most part by enhanced contributions from "other sources." Provincial revenues furnished only a small part of the increase while the expenditure from Local Funds declined considerably. These figures are in accordance with the principles referred to in paragraph 3.

Six B.A. degrees were obtained as compared with two in the previous year. The results of the F.A. and Entrance examinations show a disappointing decline, compensated to some extent by a very substantial improvement in the number of Middle school and Primary passes.

Reformatory school.

5. The Reformatory school at Insein was transferred to the charge of the Education Department, with effect from the 1st April 1900.

A report has been submitted by the Superintendent in which effect has been given to the orders relating to curtailment. The limit of eight pages suggested by the Government of India appears to be excessive. The Lieutenant-Governor does not think that the body of the report need exceed four pages. The present report does not seem to call for special orders from the Local Government. In future the report should be written by the Director of Public Instruction.

General.

6. Proposals have been submitted to the Government of India for the transfer of the management of the Rangoon College from the Educational Syndicate to the Education Department. The case for a separate University for Burma has been strongly urged by the Syndicate. His Honour was not at first sight in favour of the project, but further representations have been made and a final decision has not yet been arrived at.

By order,

J. B. WINGATE,
Secretary to the Govt. of Burma.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1900-1901.

INTRODUCTION.

Introduction.

THIS report has been drawn up on the lines indicated in the Government of India letter No. 2744 (Public), dated the 26th March 1901, in which definite orders were issued as to the length of the report, as to the subjects to be treated, and as to the method of treating them. I hope in this introduction to give all the information required on the various heads laid down in these orders for report.

The year one of progress.

2. I trust it will be found that the year has been one of progress in every department, and more especially in Vernacular Primary education, which is steadily spreading and only needs, as I have pointed out in former reports, a considerable increase in funds to secure its permanent extension. This question of providing the necessary funds has been taken up during the year by a detailed examination being made of what Municipalities and District funds have given in the past and an estimate being made of the amount by which the funds have fallen short of the actual requirements and rendered *pro rata* reductions necessary. The only question now is, to what extent Provincial funds will supply the deficiency so as to secure an uninterrupted spread of Vernacular Primary education.

Curriculum adapted to all the varied forms of modern industrial life and continuation schools.

3. Information is required on these subjects. The inclusion of "all the varied forms of industrial life" makes the question a very big one. Undoubtedly, our scheme of work, both in the subjects it lays down, and the length of session it requires, meets fully the needs of the agricultural population and of the ordinary village workman. We require a working session of only four months in the year; examinations are held at times when the children are not wanted to help their parents in work; and we have all along adopted the hours of work followed in the indigenous schools—hours peculiarly adapted to the needs of the working classes. By these means children are enabled to help their parents, and get education at the same time. The question of "continuation schools" for the children of those classes who leave school early has not pressed itself as yet on our notice. We have not found as yet in this province any large class of children under Vernacular or Anglo-Vernacular education, who have a tendency to leave school early. The Vernacular system, as I have pointed out, works so well with the requirements of industrial life, that there is no need for leaving school early, and in Anglo-Vernacular schools children as a rule stay on till they have got a certificate of some kind or other that qualifies them for employment. Enquiries will, however, be made on this subject, and further information will be given in next year's report.

If the former of the two enquiries treated in this paragraph refers to the question of making our curriculum more distinctly technical and industrial, the bifurcation of studies recommended by the Education Commission will have to be taken up seriously, and the first step will have to be taken from the side of the

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General sketch.

University under which we at present have to work, or our own University under which we hope to work. In paragraph 5 of the introduction to the report on education for 1899-1900 I went into this question, and there answered paragraphs 4 and 10 (3), page 3 of the Government of India letter referred to above.

Events of the year.

4. I have nothing very special to record. The year has been one of steady work on the lines laid down. The Educational officers, District officers, Municipalities, and Managers of Aided and of Indigenous schools have worked together to advance education.

The chief events have been—

(1) As in past years, local conferences at various centres in each circle have been held of Educational officers and Managers of Aided and of Indigenous schools. These conferences have a very far-reaching and beneficial effect.

(2) The Quinquennial Conference for receiving suggestions for the revision of the Educational Code, and of the grant-in-aid rules, was held at Rangoon, Moulmein, and Mandalay.

The result of their deliberations is embodied in the fifth edition of the Code which will be in force till 1906. The results-grant system in Anglo-Vernacular schools has been abolished.

(3) Arrangements were made for the appointment of an Assistant Inspector, and of two additional Deputy Inspectors of Schools, in the Northern circle.

(4) Proposals were submitted and sanction obtained, with effect from 1st April 1901, for opening two Government Normal schools, a Vernacular and Anglo-Vernacular secondary one at Mandalay for all classes, and a Vernacular Primary grade one for Karens at Toungoó. The former will meet the demand for certificated teachers, Vernacular and Anglo-Vernacular, in the Northern circle and the latter for certificated teachers in the Karen Hills, where there are many of Primary Vernacular schools.

(5) The Anglo-Vernacular Department of the Government Normal school at Moulmein, which had not been a success, was re-organized and put on a basis, that has made it more popular and better calculated to fulfil its purpose than it has hitherto.

Training schools for teachers, and the employment of certificated teachers.

5. Information is asked on these two points. In 1890 I took this question up, and ever since I have kept it prominently in view. The comparison between what the province had then, and what it has now, is interesting, and shows that full attention has been paid to this important question. Each department, *i.e.*, Primary and Secondary, Anglo-Vernacular and Vernacular, is counted as a separate school, as the Government supplies separate funds for each, in the shape of salaries and stipends.

In 1888-89 there were, under this classification, five schools; there are now 19. In 1888-89 there were 107 pupils in all; there are now 417.

Provision is made for teaching boys and girls, Anglo-Vernacular and Vernacular, Secondary grade and Primary, of all classes, Europeans, Eurasians, Burmans, Karens, Chins, and Kachins.

The Government not only insists upon the employment of certificated teachers, but gives half salaries for them. We employ as Deputy Inspectors of Schools, and as itinerant teachers, none but certificated men, and in the case of the latter, none but those who have been trained in a normal school. Pupil teachers, who have finished their three years' engagement, are sent up at the rate of 20 a year to one or other of the Government Normal schools for a year's practical training. Certificated managers of indigenous schools are given a higher rate of grant than uncertificated ones. From April 1st, 1901, inasmuch as schools have now had 10 years' warning, the salary of no teacher in an Anglo-Vernacular school, who is not certificated, will be allowed to count on the expenditure side of grant-in-aid bills.

Standard of education.

6. A comparison between the standard of education as shown in the "Educational Hand-book" of 1889 and the "Education Codes" of 1890, 1895, and 1901 is instructive, as showing the steady progress there has been. The standard of education has risen considerably, not only in the curriculum laid down, but in the quality of the educational results it has produced. There is decidedly a higher standard of efficiency all round; and the remarkable part of it is, that it has been brought about not by official pressure, but by the loyal co-operation of the school-managers themselves, who desire a high standard of work and of efficiency. With this spirit now prevailing—and it is a great change from what I found in 1889—the future of education in the province is assured.

Preparations and supply of suitable text-books.

7. It is hardly necessary for me here to recapitulate all that has been done in the province to prepare suitable text-books in Burmese. We have good Readers, Arithmetics, Arithmetical test-cards, Geographies, Histories, Grammars, an Elementary Science series, Hygiene and Domestic economy, Maps and Atlases, Algebra, and Euclid, and books on teaching of several kinds to suit primary and secondary grades, books on Kindergarten, Kindergarten song books, Tonic-sol-fa song books, and a complete set of Pâli texts. The English publishers have co-operated very heartily with the Text-book Committee in this work, and the last 12 years have seen a great change in the supply and distribution of good books.

Provision by local effort of proper school accommodation.

8. Apart from the school buildings made over by the Government to Municipalities and to the Educational Syndicate, a very liberal system of aid has enabled the Missionary bodies in the province, by providing half the cost to put up, wherever they are at work, a set of school buildings, that bear comparison with those of any other province.

Since April 1st, 1890 for Lower, and April 1st, 1893 for Upper Burma Rs. 2,11,056 have been spent in Lower, and Rs. 75,450 in Upper, Burma in building grants, and Rs. 23,764 and Rs. 11,935 respectively in equipment grants.

In Lower Burma, District Cess funds have given Rs. 150, Municipal Rs. 13,300 and Provincial Rs. 1,97,606; in Upper Burma, Municipal Rs. 22,900 and Provincial Rs. 52,550, for buildings. For equipments in Lower Burma, District Cess funds have given Rs. 200, Municipal Rs. 2,750, and Provincial Rs. 20,814; and in Upper Burma, Municipal Rs. 3,050 and Provincial Rs. 8,885, making a total in all of Rs. 3,22,205.

Each year brings in more applications than we can meet, and shows that private bodies are anxious to have good school accommodation and equipment, and that they are prepared to supply their share of funds for the purpose. These buildings have of course included good boarding establishments and hostels for pupils from the districts.

Statement VIII.

9. This is the first time details have been given under this head.

Hostels.

(*a*) *Boys.*—During the year there were four managed by the *Government*, in connection with the Rangoon College, the Moulmein High and Normal School, and the Minbu School.

The Rangoon College has two hostels with 127 boarders: 37 College proper, 68 Secondary department, and 22 Primary, with an income from fees of Rs. 7,186. Moulmein has one hostel with 115 boarders: 21 Secondary department, 11 Primary, and 83 Special, with an income from fees of Rs. 7,166. Minbu has one hostel with 33 boarders: 14 Secondary department and 19 Primary, with an income from fees of Rs. 7,166.

Municipal Boards have three hostels, Bassein, Akyab, and Prome. Bassein had 18 boarders: 9 Secondary department and 9 Primary, with an income from fees of Rs. 1,466. Akyab had 36 boarders: 14 Secondary department and 22 Primary, with a fee-income of Rs. 3,199. Prome had only 6 boarders in the Secondary department, with an income of Rs. 530.

Hostels aided by Government, Municipal or Local Boards were 46 in number with 2,460 boarders; these are all in connection with the Anglo-Vernacular schools under Mission management. Eight hundred and sixty-eight pupils are from the Secondary, 1,397 from the Primary, 157 from Special department and 38 from

General sketch.

Arts Colleges. The total expenditure has been Rs. 1,22,238, towards which Provincial funds have contributed Rs. 5,982, Local and Municipal Rs. 329, subscriptions and endowments Rs. 41,286, and fees Rs. 74,641.

Unaided hostels were 16 in number with 388 boarders: 30 in the Secondary, 325 in the Primary, and 33 in the Special department. These are kept up by indigenous Burmese, Karen, and Tamil schools. The total expenditure was Rs. 10,258, towards which subscriptions and endowments contributed Rs. 9,579 and fees Rs. 679.

(*b*) *Girls.*—There are no hostels for girls managed by Government, or Local, or Municipal bodies.

Statement VIII.

Hostels for girls aided by Government, Local or Municipal bodies were 27 in number, with 910 boarders: 260 in the Secondary, 535 in the Primary, and 115 in the Special department. All these hostels are managed by Missions. The total expenditure was Rs 62,049, towards which Provincial funds contributed Rs. 3,554, Local and Municipal Rs. 409, subscriptions and endowments Rs. 22,554, and fees Rs. 35,532.

Unaided hostels for girls are found in the Tharrawaddy district only, which shows one hostel with 27 boarders in the Primary department. This is under the American Baptist Mission, in connection with an unregistered girls' school. It is entirely maintained by subscriptions and endowments, amounting to Rs. 167, and I presume by fees as well, but no return of these is given.

Expenditure.

10. This is entered into fully in Section I.

Discipline and moral training. Attendance.

11. I do not know what I can add to all that has been said on this subject from year to year. This province stands high in these respects. In Government, Municipal, and Aided schools, discipline and moral training are carefully attended to. Our boarding establishments and hostels are numerous and well managed. Everything is done to give boys healthy, well—ordered surroundings. Games and sports are encouraged and flourish; cleanliness, obedience, and punctuality are insisted on. All that is needed is that the home will carry on the good work done. I feel sure, that what is being done, is influencing boys for good. Attendance is very strictly required, and is made a condition of admission to annual examinations. Hitherto 250 attendances in the year were required; the number has been raised to 300 in the school year, and the Inter-school rules, which work very well and have done much to improve discipline and lessen wanton migration from school to school, require the full and punctual payment of all dues, before admission to annual examinations. A system of quarterly tests, to decide admission to the annual examinations, has been introduced with very salutary effect on regularity of attendance and discipline.

Female education.

12. I do not think that any special means are needed for fostering, raising, and developing female education. Burma is, except in parts of Arakan, free from caste: girls go readily to school, and their education is looked upon as a necessity, just as that of boys is. They have either schools especially for themselves, under women teachers, or if they have not, they go readily to boys' schools. The Missionary bodies are doing much to give education to girls, and the Normal schools for girls are turning out each year qualified women, who are carrying on the work among Burmans, Karens, Chins, and Kachins. Female education is popular. Fuller and more detailed information will be found in Section VII.

The teaching of English.

13. There is absolutely no doubt that English is sought after eagerly, in part for itself, and very largely for what a knowledge of it leads to. Village school-masters, especially those under Missions, with a very imperfect knowledge of even the first Reader, and small Municipalities, with little or no funds at their disposal, are urgent in their representations to be allowed in the one case to teach English and make their schools Anglo-Vernacular, and in the other to aspire to standards that they cannot afford to equip with anything approaching efficiency. The Court language of the province is Burmese, and the business language, except in some of the larger towns, where a wonderful collection of languages is spoken, is Burmese. For the very large bulk of the population, Burmese is much more important than

General sketch.

a miserable smattering of English, which, while it serves them in no way from the point of view of livelihood, serves to fill their brains with aspirations they are in no way equipped to realize, and to lead them to despise and neglect the walks of life to which they are by circumstances fitted, and in which an honest and ample livelihood is awaiting them.

Of course, it is urged, that English is necessary, because it supplies a literature of an elevating kind, while Burmese does not. The remedy for this is not the teaching of English to a standard totally inadequate for the comprehension of even the simplest English books, but the supplying in Burmese by Missions, by publishers, by the Text-Book Committee, and by the various Buddhist Societies, of cheap, wholesome school books, books for the nursery, books for children, and books for adults, that shall elevate them; not the wishywashy sort of stuff that in now supplied, but wholesome, interesting reading in the shape of translations of books of travel, of biography, of history, that will open out to the people a wider and more stimulating sphere of knowledge, *acquired through the medium of their own tongue.*

We have systematically discouraged and intend to discourage the teaching of English in village schools, which should confine themselves to Burmese, and the opening of Anglo-Vernacular schools that are not properly equipped for the teaching of English, as the Code now requires it to be taught, with proficiency in conversation and composition.

Indigenous methods *versus* Western forms.

14. Information is asked on this point. Except in the larger towns, where everything is being Anglicised, and where the state of transition is not a thing good to behold, or to have to deal with, the simple and charming ways of the people have a strong hold, and maintain themselves. The teaching and the methods followed in the indigenous schools, in spite of the adoption of certain Western forms and methods and books, remain what they have always been—the outcome of the manners and customs and training of the people themselves, and eminently suited to them. Where indigenous schools have come under direct western management, there is a tendency to lose this simplicity, I regret to say. I refer to teaching and methods of teaching only, and not in any way to the moral and religious side of the question.

The people are very conservative, and even in large towns there is a feeling of revolt among the more thoughtful against this invasion of Western ideas, and methods of life, and thought, and manners, that are undermining the simple pleasing style, indigenous to the country and to the people. The remedy lies with Burmese society, which should take active steps to see that the unavoidable contact with Western ideas and forms and methods, shall produce the good which it must produce, without in any way supplanting or destroying the simplicity and charm of methods and of manners, that are peculiarly their own.

Spread of education among all classes.

15. In Burma, besides the people of the country, namely, Burmese, Karens, Chins, Kachins, and Shans, we have especially in the towns a wonderful collection of races and of tongues. The bulk of these do not trouble themselves about instruction in their own language; they prefer English, and send their children to the Anglo-Vernacular schools, where all their wants are well met. Mahomedans, to a limited extent, have Vernacular schools, but these are chiefly for the learning by heart of the *Koran*, and for the teaching of a little Urdu. Tamils and Telugus desire Vernacular instruction, and for them we have special provision in standards, and a Deputy Inspector of Schools. Among the Shans we have begun no work as yet; this is out of our jurisdiction, though in a small way Missionaries have made a start. Among Karens (Sgau, Bghai, and Paku), Talaings, Chins, Kachins and the various people to be found in the remote districts, such as Myitkyina, Missionaries are working, and our system is gradually gaining ground.

Fuller information on this subject will be found in Sections V and VIII.

Inspection.

16. Information is asked as to what the effect is of the Government efforts to bring Primary and Secondary education under systematic inspection, and to improve its tone, and of the efforts made to improve the general teaching in schools. I went into this

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question in paragraph 4 of the introduction to the Report of 1899-1900. Our system of inspection and of examination, on the Vernacular as well as the Anglo-Vernacular side, is very thorough, and reaches every grade of school. It has been the rule in this province, that Educational officers, shall leave a school or a district distinctly the better for their inspection. The general instructions to Inspecting officers, and the Inspection Manual in Chapter XIV of the Code, shows what we have all along aimed at. The officers of the Department are Teachers as well as Inspectors, and they not only point out at their inspections what is wrong, but they show how it is to be put to rights, whether it be on matters of discipline, school-management, handling of classes, or the teaching of the various subjects laid down in the Code. At the time of examination, Inspecting officers and Managers work together, the results of the test examinations held during the year are consulted, the Manager's opinion is asked regarding teachers and classes, and every doubtful case is thoroughly gone into, before the final lists are issued, as the result of the Inspector's work, and the experience of the Manager.

The effect of all this is that when the question was put to the last quinquennial conference, as to whether the Managers wished any change in the system, the vote was not only unanimous against any change, but the decided advantage of the present system, the great help it was to Managers, and the improvement in schools, and in methods of teaching and of discipline that it had brought about, were very strongly dwelt upon.

My own personal experience of the great change and advance in Anglo-Vernacular and Vernacular education, and of the greatly improved methods of teaching in the province during the last twelve years, leads me to attribute the change to the increase in the Inspecting staff, to the employment of men of good education and special training for their work, and to the very keen and thorough way in which the Inspecting Officers have done their work.

What has been done in this direction, and how far-reaching it has been, even to the smallest indigenous schools, the outside public has, and can have, very little knowledge. It is one of those silent, but nevertheless potent agencies, appreciated by none but the educational world; but its influence is none the less real and effective.

17. Information is required as to what the effect has been on the status of teachers. A comparison of the pay and position of teachers in the province twelve years ago with what they are now, will show that there has been an advance. But there is much to be done yet. The revision of the scale of salaries in the Government and Municipal schools, the securing to the teachers in the latter something like fixity of tenure, and promotion on other grounds, than family ones, and the half-salary grant system for certificated teachers in aided schools, have improved the position of teachers, and brought better men into the department, while the rules requiring men to qualify for teacher's certificates have made teachers more efficient. But yet the scale of salaries obtaining in the province does not hold out the prospects, that the scale in other departments does. Men prefer especially the Subordinate Executive Service, the Land Records Department, and the Police, because they are better off, and have better prospects in them. They prefer to go even as apprentices in a Deputy or Assistant Commissioner's office, with a view to entering those departments, to entering the Education Department, because entry into them from this department is impossible.

Status of teachers.

It only remains in the interests of education in the province to raise the pay and status of Educational officers and of teachers, so that good men will be attracted, and be content to remain. To make the department a mere stepping-stone to something better, and to fill it with dissatisfied men, is fatal.

The Department, from the top to the bottom, is underpaid, in comparison with other departments, and in comparison with other provinces, the Punjab for instance; other departments have been placed on the same footing as in the Punjab, and been reorganized for the purpose: the Education department has been left out.

18. The question as to how far this province has kept the recommendations of the Education Commission in view, formed the subject of special enquiry, and was fully gone into, with a satisfactory result.

Recommendation of the Education Comimssion.

19. Under the Grant-in-aid Rules, schools of good standing, whose success and permanency are secured, may be given "Fixed grants," renewable at stated periods, the amount being calculated in the first instance on the average grants paid during the previous three years. This, under our thorough system of inspection and examination, is a great boon to schools, and we are extending it as much as we can. While there is no loss of efficiency in schools, and no increase of expenditure to the Government, it gives Managers a clear idea of what they may expect, and they arrange their finances accordingly, and find the monthly payment a great help to them.

Fixed grants.

20. What our schools, Government, Municipal and Aided, from one end of the province to the other, do in the way of games is well-known. Football, tennis, cricket, hockey, and athletics flourish; of course these are confined to the pupils of Anglo-Vernacular schools. Vernacular school-boys have their own games of an indigenous kind found in every village. Girls have not, as in England, taken to hockey; they confine their attention to tennis and croquet as yet.

Physical education.

21. In a quiet way, Teachers' Associations are doing much to bring managers and teachers together, with a view to discussing matters connected with their profession, and the best means of advancing it, and to studying the details of their work.

Teachers' Association.

The Rangoon Association especially has been met with success and encouragement. We have to thank the great Publishers for the very liberal manner in which they supply us with specimens of school-books, diagrams, charts, maps, and school apparatus generally.

The Library contains 1,716 books, and several periodicals are taken.

Classes for teachers are held, and we have to thank the following gentlemen for their help: the late Mr. William Sherriff, who to the last taught singing, Mr. F. R. Lee, M.A., who took classes in Greek, and Mr. S. Job, who taught the subjects for Teachers' tests.

The following classes are also held:—

"Book-keeping and Commercial Correspondence," by Subramani Iyer;
"Type-writing," by Manuel;
"Shorthand," by T. V. Subbaya; and
"Drawing and Painting," by S. Job.

Twenty schools support the Association, and the visitors to the Library numbered 4,305 (2,707 males, 1,544 females and 52 juveniles) during the year.

SECTION I.

GENERAL AND STATISTICAL SUMMARY.

22. The following are the statistics for Educational institutions in the province:—

Statement III.

Class of institution.	1899-1900.		1900-1901.		Average number of pupils.	Remarks.
	Institutions.	Pupils.	Institutions.	Pupils.		
A.—*Public Institutions.*						
Collegiate { Arts ...	2	115	2	140	70	
Collegiate { Professional ...	...	...	...	...	...	
Secondary schools for { Boys ...	286	24,651	296	27,046	91	
Secondary schools for { Girls ...	36	2,750	33	2,954	90	
Primary schools for { Boys ...	3,881	113,616	3,805	117,654	31	
Primary schools for { Girls ...	229	7,855	286	9,984	35	
Special schools	48	1,483	59	1,616	27	
Total, Public Institutions ...	4,482	150,470	4,481	159,394	36	
B.—*Private Institutions.*						
Advanced teaching	...	...	...	...	...	
Elementary for { Boys ...	12,213	131,573	12,757	141,834	11	
Elementary for { Girls ...	60	895	82	1,131	14	
Other schools not conforming to departmental standards, for religious instructions only.	295	5,049	279	4,717	17	
Total, Private institutions ...	12,568	137,517	13,118	147,682	11	
GRAND TOTAL ...	17,050	287,987	17,599	307,076	17	

General and Statistical Summary.

Explanation of the above table.

23. *Colleges* are the same in number, but have an increased attendance of 25. Under *secondary education*, there is an increase of 10 schools and of 2,395 pupils in boys' schools and a decrease of 3 schools, but an increase of 204 pupils in girls' schools; a further analysis shows that, while *High schools for boys* have decreased by 2, the attendance has gone up by 132; *High schools for girls* have increased by 1 in number and by 172 in attendance.

Statement III.

Middle schools for boys have increased by 1 in number and 877 in attendance; and *Middle schools for girls* remain the same in number, but the attendance has increased by 218.

Vernacular Middle schools for boys have increased by 11 in number and 1,386 in attendance; *Vernacular Middle schools for girls* have decreased by 4 in number and by 186 in attendance.

Primary schools for boys have decreased by 76, but the attendance has increased by 4,038; *Primary schools for girls* have increased by 57, and the attendance by 2,129.

Anglo-Vernacular Primary schools for boys are 1 less, but have an increased attendance of 102; *Vernacular Primary schools for boys* have increased by 1,102 and the attendance by 29,673.

Anglo-Vernacular Primary schools for girls have increased by 1 in number, but have decreased by 145 in attendance; *Vernacular Primary schools for girls* have increased in number and attendance by 83 and 2,934 respectively.

Special schools have increased by 11 in number and by 133 in attendance. The increase is due to the establishment of a Law class in the Rangoon College with 7 pupils; to the addition of 3 Industrial schools, with an increased attendance of 43; to the addition of 1 Survey school; and to the addition of 6 Kindergarten schools, with an increased attendance of 71.

Public schools altogether have decreased by 1, but were attended by 8,924 more pupils than the year before.

General and Statistical Summary.

Private schools have increased by 550 and the attendance in them by 10,165; information regarding these will be found in Section IX. Two hundred and fifty-one of these, with an attendance of 4,078, teach nothing but the Koran; 28, with an attendance of 639, are schools for religious teaching only. Elementary schools for boys have increased by 544 and the attendance by 10,261; Elementary schools for girls have increased by 22 and the attendance by 236.

Altogether, whether conforming to the rules of the department or teaching independently of them, there are in the province 17,599 schools, with an attendance of 307,076, showing an increase of 549 schools and 19,089 pupils over last year. Fuller information is given in later sections.

Proportion of scholars to population of school-going age.

24. I am obliged to take the divisional figures of the census of 1891, as those for 1901 are not available. This reduces the value of the information in this paragraph very considerably.

25. In the following table the divisions are arranged in the order of the proportion of the total scholars on 31st March last to the population of school-going age, taking the latter at 15 per cent. of the entire population, according to the census of 1891*:—

Statement III.

Division.	Population.	Scholars in						Proportion of scholars to population in					
		1899-1900.			1900-1901.			1899-1900.			1900-1901.		
		Public institutions.	Private institutions.	Total.	Public institutions.	Private institutions.	Total.	Public institutions.	Private institutions.	Total.	Public institutions.	Private institutions.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								1 in	1 in	1 in	1 in	1 in	1 in
Meiktila	550,283	16,723	19,039	35,762	10,465	27,375	37,840	5	4	2	8	3	2
Pegu	1,456,489	41,850	20,564	62,414	47,670	21,004	68,674	5	11	4	5	10	3
Tenasserim	978,073	25,467	16,398	41,865	27,844	16,681	44,525	6	9	4	5	9	3
Sagaing	670,794	6,677	22,465	29,142	7,882	22,233	30,115	15	4	3	13	5	3
Mandalay	649,035	9,459	15,454	24,913	10,828	16,487	27,315	10	6	4	9	6	4
Minbu	1,098,829	14,052	22,209	36,261	14,695	22,653	37,348	12	7	5	11	7	4
Irrawaddy	1,552,166	28,094	13,687	41,781	30,522	14,022	44,544	8	17	6	8	17	5
Arakan	671,899	8,148	7,701	15,849	9,488	7,227	16,715	12	13	6	11	14	6
Total ...	7,627,568	150,470	137,517	287,987	159,394	147,682	307,076	8	8	4	7	8	4

Statement III.

Classification of schools according to management.

26. Under "*Public management maintained by the department*," we have a decrease of 19 schools and 552 pupils. This is due to a re-classification pointed out in connection with the Quinquennial Report by Mr. Cotton. What this heading loses, *aided schools under private management* gain. They have increased by 31 in number and 2,136 in pupils. These refer to Anglo-Vernacular schools only. Hitherto all the Normal schools and Kindergarten departments paid for by the Government were classed as "*Maintained by the department.*" They now are placed under "*Private management*," though Government pays the teachers, and the stipends.

Schools *maintained by municipalities* have decreased by 1 and the attendance by 70, owing to a municipal school having been twice burnt and closed and 1 school having been closed for want of funds.

Schools *aided under Indigenous School Rules* have increased by 1,192 and the attendance by 33,807.

Statements III and V.

Classification of pupils according to the stages they are in.

27. The figures for 1899-1900 and the year under report show a very satisfactory increase in every stage, amounting in all to 8,766.

The number of pupils in the High, Middle, Upper Primary and Lower Primary stages have increased by 75, 406, 1,460, and 6,825 respectively. The actual figures for the year in each stage are 556, 5,017, 17,321, and 134,744. All in the Lower Primary stage read books.

There were 22 High schools, with Middle and Primary departments attached, and with a total attendance of 6,313; 65 Middle English schools, with a Primary

* Divisional figures for 1901 not available.

General and Statistical Summary.

department attached, and with a total attendance of 7,449; Middle Vernacular schools, with Primary department attached, were 242, with an attendance of 16,238; and purely Primary schools numbered 4,091, with 127,638 pupils. The only circle that has not contributed to the increase is the Eastern, where there is a decrease in many directions, though the number of girls under instruction has decidedly increased. This is only an apparent fluctuation, owing to a redistribution of schools in Rangoon and Moulmein towns between the Inspectors of the Eastern and Central circles respectively. The increase all round, especially in the Primary stage in the Northern circle, is marked.

Statement III. Relative attendance of boys and girls.

28. Taking the two years 1899-1900 and 1900-01 into consideration, there were in Colleges 112 and 136 boys against 3 and 4 girls; in High schools 422 and 493 boys against 59 and 63 girls; in Middle schools 4,034 and 4,463 boys against 577 and 554 girls; in Upper Primary schools 13,299 and 14,519 boys against 2,562 and 2,802 girls; and in Lower Primary schools 101,821 and 103,758 boys against 26,098 and 30,986 girls.

This shows an increase all round during the year under report, except in the case of girls in Middle schools, where there is a decrease of·23.

Expenditure.

29. The total expenditure from all sources, direct and indirect, for the last two years is as follows:—

Statement IV.

Direct expenditure.

(*a*) *University education.*—Provincial revenues contributed Rs. 44,931 against Rs. 49,842; Local and Municipal funds nothing. Fees rose from Rs. 6,932 to Rs. 7,899, and the income from other sources from Rs. 14,713 to Rs. 15,492, making a total expenditure of Rs. 68,322 against Rs. 71,487 last year.

(*b*) *School education—General—Secondary schools* cost in all Rs. 7,14,123 against Rs. 6,83,774, but fees rose from Rs. 2,72,075 to Rs. 2,99,433. The contributions from Provincial, Local, and Municipal funds and other sources were Rs. 1,63,146, Rs. 33,012, Rs. 1,10,269, and Rs. 1,08,263, against Rs. 1,60,516, Rs. 38,886, Rs. 1,15,442, and Rs. 96,855 respectively last year. Fees and other sources have lightened the Provincial, Local, and Municipal contributions.

Primary schools cost in all Rs. 3,37,043 against Rs. 2,94,494, but fees rose from Rs. 24,019 to Rs. 25,197. The contributions from Provincial, Local, and Municipal funds and other sources were Rs. 96,655, Rs. 1,56,483, Rs. 38,314, and Rs. 20,394, against Rs. 87,802, Rs. 1,40,614, Rs. 32,453, and Rs. 9,606 respectively last year.

This is due to a large extension of Primary education, and the payment of grants for the same.

(*c*) *School education—Special.—Training schools* cost Rs. 55,386 against Rs. 49,652 and *other special schools* Rs. 77,994 against Rs. 63,873. Training schools pay no fees. The expenditure has been met from Rs. 47,221 Provincial and Rs. 8,165 Other sources, against Rs. 41,191 Provincial and Rs. 8,461 Fees and other sources last year.

Other special schools show an increase in fees of Rs. 3,070, while Provincial expenditure has risen from Rs. 48,247 to Rs. 54,429; Local funds contribute nothing; Municipal expenditure from nothing last year to Rs. 1,030 this, and Other sources from Rs. 2,001 to Rs. 5,840.

Indirect expenditure.

(*a*) *Direction and inspection* has increased from Rs. 1,96,242 to Rs. 2,01,668.

(*b*) *Scholarships* have risen from Rs. 29,122 to Rs. 29,577; entirely Provincial, with the exception of Rs. 110 from "Other sources."

(*c*) *Buildings and special grants* have risen from Rs. 1,86,711 to Rs. 2,34,672. Provincial contributions have risen from Rs. 1,11,811 to Rs. 1,74,329; Local funds from Rs. 200 to Rs. 650; Municipal from Rs. 6,450 to Rs. 20,052; "Other sources" from Rs. 68,250 to Rs. 39,641.

(*d*) *Miscellaneous* has risen from Rs. 32,593 to Rs. 38,013. Provincial contributions have fallen from Rs. 22,760 to Rs. 22,510, Local funds from Rs. 50 to Rs. 20; Municipal have risen from Rs. 2,223 to Rs. 4,548, and "Other sources" from Rs. 7,560 to Rs. 10,935.

Statement IV.

Total expenditure, direct and indirect.

30. The total expenditure has risen from Rs. 16,07,948 to Rs. 17,56,798, showing an increase under all heads. Fees show a very satisfactory total increase of Rs. 32,421. Private funds contributed Rs. 1,546 less than last year. Provincial, Local and Municipal funds contributed Rs. 86,706, Rs. 10,534, and Rs. 17,643 more respectively. The percentage of public funds, fees, and private funds is 68, 20, and 12 against 67, 20, and 13 last year.

Statement II.

Direct expenditure increased by Rs. 89,588, Provincial, Local, Municipal, and Private funds and Fees contributing Rs. 18,784, Rs. 9,995, Rs. 1,718, Rs. 26,670, and Rs. 32,421 more than last year.

Indirect expenditure increased by Rs. 59,262—Rs. 5,426 on *Direction and Inspection*, Rs. 455 on *Scholarships*, Rs. 47,961 on *Buildings and Special grants*, and Rs. 5,420 on *Miscellaneous*.

Sources of contributions.

31. During the year, *Provincial* funds contributed to—

(*a*) *Local* funds as follows :—

Rupees 600 to Sandoway, Rs. 2,000 to Thayetmyo, and Rs. 2,500, to Toungoo these District funds being absolutely unable to meet the cost of education.

(*b*) *Municipal* funds to meet—

	Rs.
(i) Cost of Municipal schools	20,150
(ii) Grants-in-aid to Aided schools	12,700
(iii) Cost of Drawing master	4,550

Local funds contributed to *Municipal*, to meet the cost of boys from the district reading in Municipal schools, Rs. 11,150. The contributions came from the Akyab, Bassein, Ma-ubin, Pegu, Myaungmya, Thatôn, and Thônzè districts.

Net Government expenditure.

32. There is a total increase of Rs. 1,14,883, the details of which are as follows :—

Statement IV.

(*a*) *Collegiate* shows a decrease of Rs. 4,911, due to increase of income from fees, and decrease in expenditure on salaries, owing to absence on leave of lecturers.

(*b*) *Secondary* shows a decrease of Rs. 7,457. This is partly due to *pro rata* reductions in the amount of results-grants paid to Vernacular schools, and to a slight reduction in the number of itinerant teachers employed. The net Government expenditure from public funds in schools aided under the indigenous rules shows a decrease of Rs. 10,051, while the increase of Rs. 2,594 under Anglo-Vernacular education is due to increased grants, especially half salary ones.

Of the total Rs. 2,62,786, paid to Vernacular and Anglo-Vernacular schools, Rs. 1,31,600 came from Provincial, Rs. 30,959 from Local, and Rs. 1,00,227 from Municipal funds.

(*c*) *Primary* shows a decrease of Rs. 11,122, due to the fact that the results grants paid from Provincial and District funds suffered a very heavy *pro rata* reduction. Vernacular schools alone show a decrease of Rs. 12,736. Anglo-Vernacular schools earned Rs. 12,937 against Rs. 11,323 last year.

Of the total expenditure of Rs. 2,24,751, Provincial funds gave Rs. 53,229, Local Rs. 1,41,126, and Municipal Rs. 30,396.

(*d*) *Female* shows an increase of Rs. 43,558, chiefly in Primary schools, where the Provincial expenditure rose from Rs. 12,728 to Rs. 43,426. The expenditure on Training schools for women also rose from Rs. 7,322 to Rs. 10,136.

(*e*) *Special* shows an increase of Rs. 10,429, distributed as follows :—

Training schools for masters Rs. 3,216, Law school Rs. 1,350, Engineering and Survey schools Rs. 3,318, Industrial school Rs. 382, Kindergarten schools for boys Rs. 2,163.

General and Statistical Summary.

(*f*) *Scholarships* show an increase of Rs. 345. Rs. 29,467 in all were spent from Provincial funds: Senior University Rs. 1,906, Junior University Rs. 5,014, Middle English Rs. 6,175, Primary Rs. 509, and Special Rs. 15,863. From other sources derived from investments, the Jardine and Renoung prizes of Rs. 75, and Copleston prize of Rs. 35 were awarded.

(*g*) *Buildings* show an increase of Rs. 76,552. This is due to the cost of the new Rangoon College building, the new school for Shan *Sawbwas* at Taunggyi, and the Government School of Engineering, Insein.

Building grants during the year amounted to Rs. 31,000 from Provincial, Rs. 450 from Local, and Rs. 18,500 from Municipal funds.

(*h*) *Equipment* shows an increase of Rs. 18; Rs. 1,991 were paid from Provincial, Rs. 200 from Local, and Rs. 1,552 from Municipal funds.

(*k*) *Miscellaneous* shows an increase of Rs. 2,045, due to larger expenditure by Municipalities under the head "Petty construction and repairs."

(*l*) *Superintendence* shows an increase of Rs. 5,426, due to the appointment of an Assistant Inspector of Schools for the Northern circle, increments to the salaries of the Inspectors, and increase in the offices of the department.

(*m*) *Fees* show an increase of Rs. 32,421, due almost entirely to institutions under private management, which have collected Rs. 2,37,601 against Rs. 2,00,547 last year. The fees in Municipal schools are just about the same; and in Government schools Rs. 4,421 less were collected, due not to lax collection, but to the fact that Aided schools are growing and the fees in Government schools are kept purposely high.

SECTION II.

CONTROLLING AGENCIES.

Controlling agencies.

Direction.

33. There has been no change in the Direction during the year.

Inspectors.

34. Mr. Goss, Inspector of Schools, Eastern Circle, was granted privilege leave for two months and 25 days, from May 2nd, 1900, and his work was done by Mr. Cocks, Inspector of Schools, Western Circle, who took over the duties in addition to his own.

On February 18th, 1901, he was granted furlough for seven months and 16 days, and Mr. Potter, Inspector of Schools, Northern Circle, was transferred to the Eastern Circle, Maung Tu, B.A., Assistant Inspector of Schools, Northern Circle, being appointed to act as Inspector of that circle. On the 7th July 1900 Mr. Potter, Inspector of Schools, Northern Circle, was granted privilege leave for three months and 15 days, the Director of Public Instruction taking over his duties in addition to his own.

Mr. Cocks, Inspector of Schools, Western Circle, was granted privilege leave for three months and 13 days from the 28th July 1900, Maung Môn, the Assistant Inspector of that circle, being placed in charge of it.

Assistant Inspectors.

35. The number of Assistant Inspectors was raised from three to four, by the appointment from April 1st, 1900, of Maung Tu, B.A., to the Northern circle, that circle having been up to that time without an Assistant. On the transfer of Maung Tu, B.A., from the Central to the Northern circle Maung We Lin, B.A., was appointed to the former: and on the appointment of Maung Tu, B.A., to act as Inspector of Schools, Northern Circle, Saw Chin Cheng, B.A., was appointed to act as Assistant Inspector, Northern Circle.

Deputy Inspectors.

36. There has been no change in the number of the Deputy Inspectors: some changes have taken place, but there is no necessity to refer to them. I submitted during the year proposals for increasing the number of Deputy Inspectors, which have been accepted, and a new officer has been appointed with effect from April 1st, 1901.

Itinerant teachers.

37. Itinerant teachers are in no sense inspecting officers. They are what their designation signifies; but they come under this section as subsidiary agency to inspection. Their duty is to find out new Vernacular schools that have not been brought on to the public list, and by instruction and general help to bring them permanently on to the list of Vernacular Primary schools. They visit no schools whose position and standing are well assured; they confine their attention entirely to Primary schools, the managers of which need instruction, and need help to enable them, not only to bring their schools on to the public register, but to keep them in it.

Their number during the year was 174 as compared to 181 the year before.

Increase of itinerant teachers and funds for extension of Primary education.

38. We need a large increase in the number of itinerant teachers, if Vernacular Primary education is to extend. At the same time, funds which at present are insufficient and depend on the capabilities of district funds and of Municipalities will have to be provided by subsidy from Provincial funds, if this work is to extend. It is absolutely useless to find new schools, or to train new and struggling ones, to make them sufficiently efficient to come on to the public register, if, when they are qualified, there is no money to pay them. *The extension of Vernacular Primary education, the immense importance of which has been so often urged and fully realized in this province, is purely a matter of funds. If the funds are found, we can find the schools. It is a matter of livelihood for the manager: if he cannot live by his work, he will drop it and take to some other.*

Increase of inspecting staff. Sub-Inspectors of Schools.

39. Work is growing so rapidly that before long we shall have to take up the question of either increasing the number of Deputy Inspectors, or of appointing Sub-Inspectors of Schools. This class of officers did exist here at one time, but it was abolished under circumstances that could not at the time be avoided. I am in favour of appointing a Deputy Inspector of Schools to each district and, where the work is beyond the powers of one Deputy, to give him Sub-Inspectors. Apart from the efficiency in supervision and examination that this will effect, it will create a grade of officers that will give itinerant teachers a prospect of promotion, and lead to better work on their part. I propose to fix the pay of this class of inspecting officer at Rs. 60—100, a scale that will complete the chain from itinerant teacher to Deputy Inspector of Schools, 3rd grade. Our itinerant teachers are now all men who have undergone a full and thorough course of training in our normal schools; their vernacular qualifications are high and they naturally look for a prospect of good promotion. This scheme, if accepted, will distinctly tend, together with the provision of necessary funds for grants, to the expansion of Vernacular Primary education.

Special mention of officers.

40. I cannot speak too highly of the services of the Inspectors and Assistant Inspectors of Schools. Mr. Goss, who went on leave in February, will not return as he retires in October. He has been in the service for 23 years and has done good work; an officer of much experience, of intimate knowledge of the Burman, and of a charming manner in dealing with us all, he will be a loss to the service. He retires on a well-earned pension, and we all hope he may live long to enjoy it. The Government loses in him a good officer, who, in spite of very indifferent health for the past three years, has done his duty quietly and well to the last.

Mr. Potter, after five years of work in the Northern circle, succeeds him. I trust that under him the Eastern circle will improve.

Mr. Cocks has brought much energy, sympathy, and calm judgment to bear on his work; his is a difficult circle, and he has administered it well. He is an officer of much promise.

Mr. Wedderspoon is not only Inspector of Schools, Central Circle, but has the direct supervision of all the Normal schools in the province. The time is

Controlling agencies.

coming when an officer should be specially appointed for the latter work. The full and thorough training he had before he was appointed to the service, his professional keenness, and his administrative ability have been of very great service in the cause of education in the province, and clearly mark him for higher work. I owe much to his help and advice.

41. The Assistant Inspectors of Schools are all reported for very good work, to which I can personally testify. This grade of officers should be recruited from graduates of good name in the service; not only is the work important, but it needs an officer of good education and standing, ready, when need arises, to take the place of the Inspector of Schools.

The appointment of such men will further have the effect of attracting men of higher qualifications to the Subordinate Educational service.

42. The following Deputy Inspectors of Schools are worthy of special mention:—

Maung Ba, Rangoon town; Maung Tun Zan U, Thayetmyo; Maung Tun Aung Gyaw, Minbu; Maung Po Tin, Magwe; Maung Po Kyin, Amherst; Maung Tun Win, Karen Schools, Bassein and Myaungmya; Yusuf Khandia, Myaungmya; Maung Kyauk Lôn, Bassein; Maung E Cho, Myingyan; Maung Ngwe Zin, Pakôkku; Maung So Pe, Mandalay district; Maung Kyaw Yan, Mandalay Town; Saw Chin Cheng, B.A., Prome; Maung U, Karen Schools, Amherst; Maung Pa Ha, Karen, Toungoo.

Statement IV.

Cost of direction and inspection.

43. The total expenditure on direction and inspection has been, from Provincial funds Rs. 1,89,940, from Municipal funds Rs. 1,108, from Local funds Rs. 10,620; the total expenditure from Public funds on Public Instruction being Rs. 11,98,734.

The percentage of the total spent on direction and inspection to the total expenditure from Public funds on Public Instruction is 16·8 against 18·1 last year. Compared with last year the figures are, from Provincial funds Rs. 1,84,631, from Municipal funds Rs. 1,110, from Local funds Rs. 10,501; the total expenditure from Public funds on Public Instruction being Rs. 10,83,851.

The total expenditure on direction and inspection rose from Rs. 1,96,242 to Rs. 2,01,668, Provincial funds contributing Rs. 5,309 more than last year, owing to the appointment of an Assistant Inspector of Schools for the Northern circle. Municipal funds contributed Rs. 2 less and Local funds Rs. 119 more.

SECTION III.

COLLEGIATE EDUCATION.

The Calcutta University.

44. There have been no changes in the Regulations or bye-laws of the Calcutta University, that I am aware of, that have in any way affected Collegiate education in the province.

Collegiate education.

A Burma University.

45. It has been long felt that education would expand and grow on lines more suited to the province were a Provincial University started. Opportunity was taken by the Educational Syndicate, on a suggestion made by the Right Hon'ble the Secretary of State for India in a letter addresed to the Government of Burma, which was submitted to them for their opinion, to consider the question, "whether steps might "not be taken to establish a Burma University, and abolish the Educational "Syndicate, one of whose functions was to be the nucleus of a University." A special Sub-Committee was formed for the purpose to report to the Executive Committee, who reported to the general body. The necessity for "taking steps" in this direction was fully discussed and unanimously approved of by a largely attended and very representative meeting of the general body. On reference to the Government the proposal did not find favour. I understand that a further representation will be made by the general body of the Educational Syndicate, who are very strongly in favour of the proposal. I raised this question in 1893, because I felt the need of a University for Burma. I feel more strongly than ever, that a Burma University is essential.

Statement III. 46. (a) *Arts Colleges.*—The number of Colleges remains the same: one first grade and one second. The former had 129 students as against 105 the year before, with an average attendance of 120 against 89; the latter 10 students as against 9 the year before, with an average daily attendance of 8 against 9. Of the 130 students on the 31st March in the former 25 male and 2 girl students attended the B.A. and 101 boys and two girls the F.A. classes. Collegiate education.

University affiliation.

Statement VI. 47. The Rangoon College, which is the only first grade college, sent up for the B.A. 12 students as against 10 the year before, and passed 6 as against 2 the year before. No passes in Honours were gained. For the F.A. 52 pupils went up and 22 passed, 4 in the second and 18 in the third division.

University examinations.

The college has had to contend against serious but unavoidable changes in the staff, that have left their mark on the results. Mr. Marshall, the officiating Principal, has had great difficulties to contend against, and deserves credit for what has been achieved.

In the B.A. Examination all passed in Mathematics, 6 failed in English, and one in Science. One failed to gain the necessary aggregate.

In the F.A. Examination 21 failed in English, 7 in Mathematics, 3 in Pali, 14 in Physics (last year only 4 failed in this subject), 26 in Chemistry (last year only 10 failed), 24 in History, 13 in Logic. Mr. Hunter's absence on leave seems to have seriously affected the passes in these subjects.

The Baptist College sent up 3 for the F.A., and passed 1 in the second division.

Statement III. (b) *Law Colleges.*—This is attached to the Rangoon College, and is at present small, having 7 students, 4 of whom are reading for the B.L. degree. Mr. Chan Toon, *Barrister-at-Law* is the lecturer. The new rules for the admission of advocates will have an important bearing on the welfare of this institution. It will be necessary to recognize duly organized Law Classes for Upper Burma as well.

(c) *Engineering.*—Nil.

(d) *Medicine.*—We have no medical schools of any kind. I think the money we spend in the education of medical students in India would be better spent here, and would lead to a much larger employment of Burmans.

(e) *Teaching.*—Nil.

(f) *Agriculture.*—Nil.

48. The recommendations of the Education Commission on Collegiate education have been kept in view as far as the needs of the province have allowed. The addition of the new College buildings has now rendered possible the very necessary separation of the College from the Collegiate school.

Recommendations of the Education Commission.

The question of fees was discussed during the year, and the rate was fixed so as to insure a fair share of income against expenditure, and the absence of unfair competition with private enterprise.

Fees.

The Rangoon College is undoubtedly costly; but it has been acknowledged that up to a certain point this is, owing to the smallness of numbers, unavoidable. The question of cost and of control has been raised by the Right Hon'ble the Secretary of State in Council, and, as it is still under discussion, nothing more need be said here.

Cost.

Statement IV. Collegiate education cost Rs. 44,931 as against Rs 49,842 the year before; the income from fees was Rs. 7,899 as against Rs. 6,932 the year before.

The whole cost is borne by Provincial funds.

SECTION IV.

SECONDARY EDUCATION, UPPER AND LOWER.

(*Standards V—IX inclusive.*)

Secondary education

49. Secondary education is divided into two parts.—

Secondary education.

(a) *Upper.*—Which includes the Eighth and Ninth Standards, or Preparatory Entrance, and Entrance classes, and is synonymous with the High department; and

(b) *Lower.*—Which includes Standards V, VI, and VII, or Middle department.

Both Upper and Lower have Vernacular and Anglo-Vernacular sides.

Statement III.

50. In every branch, except in Middle Vernacular for girls, there has been marked progress. In this one department we have 4 less schools and 186 less pupils than the year before. This is due to no decline in female education, but to the fact that 4 schools under Missionary control that were Vernacular Middle schools have become Anglo-Vernacular.

Statistics.

Statement III.

51. Of the schools for boys *High English* have decreased by 2 and the pupils increased by 132. Of these, Government schools have increased by 1, Municipal schools remain the same, and Aided schools are 3 less, having been unable to maintain a High department.

Schools for boys.

There are 2 *Vernacular High schools*, 1 at Prome under indigenous management, and the other at the Government Normal School at Moulmein.

Middle English Schools have increased by 1 and the attendance by 877. The number of Government schools is *nil*, while Municipal have decreased by 2 and aided increased by 4.

Middle Vernacular schools are found under the Indigenous rules only: they have increased by 11 in number and 1,386 in attendance.

Total.

There are 296 schools in all, with an attendance of 27,046.

Statement III.

52. *High English* have increased by 1 and the attendance by 172. They are all under private management.

Schools for girls.

Middle English remain the same in number, and under the grant-in-aid rules, but the attendance has increased by 218.

Total.

There are 33 schools in all, with an attendance of 2,954.

Division between Burmans and Karens.

53. Of the Vernacular schools 27 are Karen and 215 Burmese, against 26 Karen and 209 Burmese the year before.

Statement VI.

54. The passes by the Entrance were 99 against 111 the year before; those by the Eighth standard were 269 against 170; and those by the Seventh 493 against 510.

Passes.

The Vernacular Eighth standard passes remain the same in number, but the Ninth standard are 9 against 2 the year before.

In Standards V, VI, and VII (Middle department), the *Anglo-Vernacular* passes are 1,873, of which 197 are girls against 1,838, of which 184 were girls the year before. *Vernacular* passes are 866, of which 129 are girls against 793, of which 139 were girls the year before. Vernacular passes were better than Anglo-Vernacular.

Distribution of passes in circles.

55. The Eastern circle shows no decreases; the Central has 5 less for boys, but an increase in other respects; the Northern shows no decrease; the Western is responsible for a decrease in boys and girls, Anglo-Vernacular; an increase in boys, Vernacular; and a decrease of 1 in girls, Vernacular. The Inspector of Schools in commenting on this says, the Municipal Anglo-Vernacular schools are responsible for the decrease, chiefly Akyab, Bassein, Kyaukpyu, and Sandoway. In Sandoway

the whole of the Sixth standard results had to be cancelled for unfair practices. Two Municipal Middle schools, Kyangin and Ma-ubin, were reduced to the Primary grade. The decline in Aided schools is only 5 per cent.

Distribution of passes among schools.

56. Schools under public management show a decline in passes in the Entrance, Eighth, and Seventh standards, while aided schools show an advance in all but the Seventh standard, where there is a small decline. The total passes of the former are 249 against 551 of the latter. The number for the year before were 310 against 433.

Analysis of entrance results.

57. There are 16 first classes, 52 second classes, and 31 third classes against 21 first classes, 52 second classes, and 38 3rd classes the year before. Of the failures 79 were in English, 19 in Second language, 17 in Mathematics, and 45 in History and Geography. The only schools securing firsts are the Rangoon Collegiate, Diocesan High School for Girls, St. Paul's High School, Methodist Episcopal Girls' High School, and St. John's Convent, and St. Peter's High School, Mandalay. The first of these sent up 48 pupils and passed 30, with 4 in the first division; St. Paul's High School sent up 14 and passed all, with 7 in the first and 7 in the second divisions. The Methodist Episcopal School sent up only 1 and passed 1. I doubt the wisdom of the Diocesan High School for Girls and the Methodist Espiscopal High School for Girls keeping up high departments which are poorly attended and are very expensive.

The English Girls' High School, Moulmein, for two years has sent up only 1 pupil and secured no passes. The Calcutta University will probably remove the school from the list of High schools.

The Government High School, Moulmein, and the Municipal schools should have done better; none of them have secured a first class.

Statement III.

Statement of attendance and expenditure on secondary education.

58. There were 329 schools of the secondary stage for boys and for girls, 30,000 pupils on the rolls, with an average daily attendance of 25,045 out of 27,046 for boys and of 2,621 out of 2,954 for girls.

Statement IV.

The total expenditure was Rs. 5,95,343 for boys and Rs. 1,18,780 for girls. Of this Government contributed Rs. 2,62,786 and Rs. 43,641 respectively. The above are the figures for Government, Municipal, and Aided schools.

Statement IV.

Expenditure in Upper Secondary schools.

59. The expenditure in *Upper Secondary* schools for boys and girls during the past two years has been Rs. 3,44,388 against Rs. 3,33,173. Of this Provincial funds have contributed Rs. 86,748 against Rs. 84,494; Local funds have contributed nothing, Municipal funds Rs. 31,868 against Rs. 38,144. Fees have risen from Rs. 1,57,362 to Rs. 1,68,485; and other sources have contributed Rs. 57,287 against Rs. 53,173.

Statements III and IV.

The average number on the rolls increased by 4·4 per cent., the total expenditure by 3·4 per cent., towards which additional expenditure Rs. 11,123 more were contributed in fees. The average cost per pupil was Rs. 57·97 against Rs. 58·56 last year.

Statement IV.

Expenditure in Lower Secondary schools.

60. In *Lower Secondary* schools for boys and girls, the expenditure during the past two years has been Rs. 3,69,735 against Rs. 3,50,601. Of this, Provincial funds have contributed Rs. 76,398 against Rs. 76,022; Local funds Rs. 33,012 against Rs. 38,886; Municipal funds Rs. 78,401 against Rs. 77,298; other sources Rs. 50,976 against Rs. 43,682; and fees have gone up from Rs. 1,14,713 to Rs. 1,30,948.

Statements III and IV.

The average number of pupils on the rolls increased by 10·8 per cent. and the total expenditure by 5·5 per cent., towards which there was an increase of Rs. 16,235 in fees. The average cost per pupil was Rs. 15·95 against Rs. 16·76 last year.

Statements III and IV.

Upper secondary. Statistics of cost.

61. During the year, in the *Upper secondary* stage, *Government* schools had an average number of 919 pupils, costing Rs. 72,062, of which Provincial funds contributed Rs. 37,378 and fees contributed Rs. 34,684.

Secondary Education.

Municipal schools had 854 pupils, costing Rs. 42,560, towards which Provincial funds contributed Rs. 900, Municipal Rs. 16,384, Fees Rs. 24,976, and 'Other sources' Rs. 300.

Aided schools had 4,165 pupils costing Rs. 2,29,766, towards which Provincial funds contributed Rs. 48,470, Municipal Rs. 15,484, Fees Rs. 1,08,825, and 'Other sources' Rs. 56,987.

Lower secondary. Statistics of cost.

62. In the *Lower secondary* stage, *Government* had no schools.

Statements III and IV.

Municipal schools had an average attendance of 1,474 pupils, costing Rs. 66,482, towards which Provincial funds contributed Rs. 3,700, Municipal Rs. 29,289, and Fees Rs. 33,493.

Aided schools had 21,711 pupils, costing Rs. 3,03,253, towards which Provincial funds contributed Rs. 72,698, Local funds Rs. 33,012, Municipal Rs. 49,112, Fees Rs. 97,455, and 'Other sources' Rs. 50,976.

Officers for special mention.

63. The names of the following officers have been submitted for special mention: Mr. O'Hara and Mahabir Lal, Prome Municipal school; Mr. Derry, Minbu Government school; Mr. Shillong and Abdul Khaliq, Thayetmyo Municipal school; Maung Ba Pe, Paungdè Municipal school; Maung Po Se and Maung Tun Aung Gyaw, Letpadan Municipal school; Mr. Johannes, Pegu Municipal school; Mr. Masters, Superintendent, and Maung Kho of the Reformatory school, Insein; Mr. Nepean, Tavoy Municipal school; Mr. Bird, Mr. Dënder, Miss Taylor, Maung Tun Win, Government High school, Moulmein; Mr. Gray, Mr. Wollaston, and Rai Paw U, Akyab Municipal school; Mr. White, Mr. Wales, Mr. Reynaud, Mr. Leonard, and Mr. Gray, of the Rangoon Collegiate school.

SECTION V.

PRIMARY EDUCATION.

Primary Education. Statement III.

Statistics.

64. Public schools under public management are one less, and have an attendance of 23 less, while *public schools* under *private management* have increased by one, and the attendance in them by 1,080: these figures refer to Anglo-Vernacular; among the Vernacular or *Indigenous* schools *Burmese* have decreased by 29, but the number of pupils has increased by 6,246; *Karen* show 16 more schools and 773 more pupils; Mahomedan have increased by 2 schools, and 82 pupils; Tamil have increased by 6 schools, and 192 pupils; Kachin show 3 more schools and 51 more pupils; Chin show 3 more schools and 55 more pupils; Talaing have decreased by 14 schools and 224 pupils. One Manipurian school has come on, with an attendance of 53 pupils.

Statement V.

The total number of Primary schools is 12 less, but the attendance in them has gone up by 8,285. There is a decided rise all round in every circle but the Eastern, where there is a heavy fall. Mr. Goss' bad health for the last two years is, I fear, responsible for this. The Eastern circle needs working up, and I trust that Mr. Potter, who is now in charge of it, will bring it into a better state.

Statement VI.

Primary passes.

65. The passes have risen from 49,745 to 57,718. The *Upper Primary* passes are 10,119, 1,635 being girls. *Lower Primary* are 47,599, 11,275 being girls. Both Upper and Lower Primary passes are considerably higher than last year; this is due to no relaxation in the rules, or in strictness of the examination. It is due to better teaching and better methods, and the work of the itinerant teachers.

Statement V.

Proportion of girls to boys.

66. Of the 4,420 schools 329 are Primary departments of Secondary schools and 4,091 are purely Primary; of the former 33 with 2,431 pupils and of the latter 286 with 9,984 pupils more for girls.

Statement V.

Classification as to management.

67. Of the boys' schools one is Government, two are Municipal, and 3,802 are aided; of the girls' schools none are either Government or Municipal, the whole 286 are aided.

Statement V.

68. The population of school-going age is taken at 15 per cent. of the total population. I have to use the figures of the census, 1891, as the divisional figures for the new census are not available as yet. Taking the total for all divisions the male population is 3,878,156; while 115,120 boys attended in 1899-1900, 118,277 attended in 1900-1901. Every division but Meiktila shows an increase; in this division the number fell from 14,349 to 7,671.

Proportion of male scholars to population.

A.—Non-Indigenous Schools.

Anglo-Vernacular.

69. The total number of passes has increased by 499, and this increase is shared by boys and girls, and is maintained in both the Lower and Upper Primary stages. Municipal schools show a decrease all round in passes for boys and for girls, by the Lower and by the Upper Primary stages, and Aided schools a decided increase. In the Fourth standard, which is the last in the Primary school, 1,169 boys and 163 girls passed against 1,048 boys and 84 girls the year before.

Passes.

B.—Indigenous Schools.

Vernacular.

Burmese.

70. There are in all 3,587 Aided schools against 3,615 last year. This latter number was made up of 2,575 Aided and 1,040 Unaided schools, that is, probationary schools brought on to the public register, but not as yet examined for grants. This year we have made a better division, that more really represents the state of Primary education. Of the Unaided schools, those worth keeping were put on to the public register, and those of which we had no hope were relegated to the private list. The class 'Unaided' now disappears. This accounts for the small decrease. The pupils in attendance have, however, risen from 114,222 to 120,600, showing an increase of 6,378. Of these 95,050 are boys and 25,550 girls.

Statistics.

71. The passes have, in the Lower Primary stage, increased by 5,954 and in the Upper Primary by 490.

Passes.

72. The grants earned are Rs. 2,60,340 against Rs. 2,23,052 the year before, while the grants paid are Rs. 1,76,499 against Rs. 1,60,749. There has been an increase of Rs. 15,750; but the *pro rata* reduction has been 32 per cent.

Grants earned and paid.

73. We have 72 more certificated managers than last year: this shows we are getting better educated and trained men for the work. Six more certificated assistant teachers were employed, and 168 itinerant teachers were at work against 171 the year before.

Certificated managers; itinerant and certificated teachers.

74. Rangoon and Mandalay show decided progress. The opposition of the monks in Mandalay has not been so great during the year, and will, I think, now gradually disappear. The death of the Pakhan *Sadaw* has made a difference. Moulmein is not so satisfactory; the Deputy Inspector of Schools has not done all he might have. I had occasion to refer last year to his unsatisfactory work.

A short statement of work in each circle.

The *Eastern circle*, as I have pointed out, needs taking in hand vigorously. It shows a falling off in the number of schools and in attendance. There is an increase in the number of girls attending schools, and in the passes, both Upper and Lower Primary.

Eastern circle.

The *Tenasserim division* does fairly well all round, but in the *Yamèthin* district the late Deputy Inspector's work was decidedly poor and hollow. He showed 356 Aided schools, and on closer examination we have been able to retain only 96 of them on the list, and the attendance has been reduced from 100,079 to 3,388. The only satisfactory feature has been a rise in the number of girls

Primary Education.

attending and a slight rise over last year in passes. It has not been for want of help: the Deputy Inspector was given six itinerant teachers; his work has been a pompous sham. He has been replaced, and I trust next year will show genuine progress.

Central circle.

The progress in this circle has been very marked all round. It has 18 more certificated managers than last year, and there is a marked rise both in the number of schools and of pupils. The one unsatisfactory feature is that, while Rs. 82,557 were earned, only Rs. 65,716 could be paid. Education is not only extending but improving. Teachers and managers are better trained than they used to be, and in this matter the Vernacular departments of our Normal schools, Government and Aided, are doing very good work.

Throughout the province, if new schools are to be established by intelligent trained teachers, we must give them a small salary-grant, as we do for Karens, to enable them to tide over the first two years, that is, till they draw their first grant, and have from fees and grants secured their position.

Every division and district shows progress. The Thayetmyo district suffered from a very serious want of funds: not only were schools not paid in full, but we had to reduce the number of itinerant teachers. The attendance of girls has risen by 1,514.

Western circle.

The *Arakan division* shows considerable improvement. In the *Akyab district*, with the exception of in Akyab town and Rathedaung, education is practically confined to the Lower Primary stage; Akyab town shows marked improvement. Two schools under *pôngyis* have been registered and examined in Paletwa. The total failure of the pupil teachers in the Kyaukpyu district reflects very little credit on the Deputy Inspector's work, which, in other respects as well, is far from satisfactory. Two new Chin schools have been registered in the *Sandoway district*. Maung Ma Nu's school in Sandoway town is the only one that has a *Kindergarten* and *Thinbôngyi* class.

The *Irrawaddy division* shows decided progress all round. The *Myaungmya district* has advanced in the number of schools, attendance, and passes in spite of the removal of several useless schools not even teaching the standards, that had been put on the list by the late Deputy Inspector. New schools were opened by *ex*-pupil teachers, which is a healthy sign. Myaungmya town, which two years ago had no school, has now four good ones.

The *Bassein district* has not done so well. Schools and pupils have increased, but the passes by Standard I show a loss of 12½ per cent.

This district and Bassein town suffered heavily from reductions in grants, and work has been thrown back. There are fewer pupil teachers than there ought to be, and the passes of those employed were not satisfactory.

The *Henzada district* shows very good increase in the number of schools and of pupils; but the passes are disproportionately small. The Deputy Inspector took it upon himself to make the examinations much harder, because he wished to keep down the results-grants, which have increased beyond the funds available. The question of funds in this district is a serious one. There was a reduction of 19 per cent. in the district and in the various municipalities from 12½ to 27 per cent. *Kindergarten* and *Thinbôngyi* classes have not succeeded in making their way not only in this district, but in the division, and generally in the circle. The progress of female education in the Henzada district is very satisfactory, one-fifth of the total number of pupils being girls.

Northern circle.

This circle has progressed all round. Schools have increased by 14 per cent., the attendance has risen from 20,332 to 24,045 and the passes from 8,126 to 9,144.

The increase in the number of girls from 6,726 to 8,504 is satisfactory. Certificated managers have increased from 35 to 59.

Work in the interior spreads slowly: we have not only to contend against much ignorance and prejudice, but the people are poor and cannot help much to support teachers. In this circle, more than anywhere, we must start managers,

who have been trained in a Normal school, with salary-grants till they earn their first grants and can support themselves. Fees are a difficulty now, but they will come in time.

The *Mandalay division* shows progress, especially in Mandalay town and district. The Bhamo district has done well. Katha has improved. Only three schools contribute to increases in attendance and passes, and no passes are gained above Standard IV. The district is unhealthy and backward. There is practically nothing doing in Indaw, Mawlu, Banmauk, Pinlèbu, Kawlin, and Mawnaing townships. Work is chiefly confined to Katha and Tigyaing.

The *Myitkyina district* is a remote and difficult one, but in spite of difficulties there is a steady advance.

The *Ruby Mines district* has decidedly progressed. There are more schools, better attendance, and better passes. The schools are better equipped and managed. But still education is confined to Mogôk, Thabeitkyin, Tagaung, and Momeik which has one school.

The *Sagaing division*, except in the Upper Chindwin district, and in Sagaing town and township, shows progress all round.

The *Meiktila division*, especially the *Myingyan district*, shows marked improvement. Education spreads but slowly in the Meiktila district: now that it has a separate Deputy Inspector, instead of being joined on to Kyauksè, I hope matters will improve. One satisfactory feature is, that of the newly registered schools 16 were monastic.

In the *Minbu division*, consisting of the Thayetmyo and Minbu districts, under the Inspector of Schools, Central, and Pakôkku under the Inspector of Schools, Northern Circle, work has progressed. The Pakôkku district is behind the others, though it does show progress. Parts of it are very unhealthy. In the Myaing township all the registered schools are monastic. The Tilin and Pasôk townships, which are very unhealthy, show no progress.

This distribution of work is not satisfactory. Pakôkku ought to be joined to the Central circle, and Yamèthin, now under the Eastern, should be placed under the Inspector of Schools, Northern Circle.

C.—Special Classes.

75. Special classes consist of Mahomedans, Karens, Tamils, and Telugus, Chins, Kachins, Talaings and Manipurians. The total number of schools for these have increased by 17 and the attendance by 1,002. It was 20,448 last year and is 21,450 this. Of this 6,634 are girls who have increased in number by 330.

Statistics.

The grants earned this year are Rs. 49,470 against Rs. 41,744 last. The passes are 6,262 Lower Primary against 5,326 last year and 1,616 Upper Primary against 1,502.

76. (*a*) *Mahomedans.*—These schools have increased from 43 to 45, the attendance from 1,247 to 1,329, though the number of girls have slightly fallen from 154 to 148.

Primary education.

These schools are found in Rangoon, Moulmein, Mandalay, and Akyab towns, and in the Akyab, Shwebo, and Meiktila districts.

The passes are 242 Lower Primary against 166 last year and 18 Upper Primary against 16. Education is chiefly confined to the Lower Primary stage.

77. (*b*) *Karens.*—Schools have risen from 459 to 585; pupils from 16,386 to 17,175, and the girls from 5,752 to 5,973. The passes are 5,093 Lower Primary against 4,537 last year, and 1,437 Upper Primary against 1,328. Karen education is confined to the Eastern, Central, and Western circles, and is largely carried on by Mission agency. It is a very satisfactory feature that the non-Christian Karens are taking up the question of education. In the Hanthawaddy, Tharrawaddy, and Prome districts they form the majority of those attending school.

Primary Education.

These three districts are under one Deputy Inspector; he urges the opening of a Government Vernacular Normal School for girls.

The schools attended by non-Christian Karens and their attendance in the Pegu district have nearly doubled. Non-Christian Karens are now joining the Government Normal School, Moulmein, for training. In the Eastern circle there are 82 non-Christian Karen schools, with an attendance of 1,935 boys and 348 girls against 64 Christian schools, with an attendance of 1,202 boys and 771 girls.

The Thôngwa district suffers from being joined to Henzada under one Deputy Inspector of Schools, and in consequence there has been no progress. There is a loss of 4 schools and 35 pupils. These two districts have not yet recovered from the effects of the late Deputy Inspector; confidence has been shaken, and it will take time before it is restored. The Myaungmya district shows progress, and it is due entirely to the increase of non-Christian schools and pupils. The Christian Karen schools and pupils show a small decrease. Girls have increased by 80. The Bassein district is a little disappointing, though there is a slight increase all round. The Henzada district has 2 more schools and 109 more pupils than last year.

The best schools are those under the Roman Catholic Mission, which, with its Normal school, is able to supply a good set of trained teachers.

The Karen schools in the Toungoo district need full and careful inspection, especially those in the Hills. The Inspector of Schools, Eastern circle, has been instructed to make a thorough tour in the cold weather, visiting each mission and reporting fully on the work. This is all the more important now, as a Primary Vernacular Normal school has been opened in Toungoo, especially to improve the state of Primary Karen education in the district.

Change in the Karen certificate rules.

78. A much needed change has been made in these rules whereby a salary-grant, as in the case of education for Burmans, is tenable for two years only, that is, till fees and grants make the school self-supporting. It has been found that many managers have drawn grants for over 10 years, and begun to look upon them as pensions, and done little or no work. The effect in promoting and in improving the quality of work will, I feel sure, be good.

79. (*c*) *Tamils and Telugus.*—Schools have increased by 6 and pupils have risen from 1,342 to 1,534, girls having increased by 27. Tamil and Telugu education is confined to Rangoon, Moulmein, Mandalay, and the Hanthawaddy and Amherst districts. There is but one school in Mandalay, it is poorly attended, and does but little. The people prefer joining Anglo-Vernacular schools. In Lower Burma also not much interest is taken by these people in their Vernacular schools.

80. (*d*) *Kachins.*—Schools have increased by 3 and pupils by 52. For the first time schools have been opened in the interior. The Inspector of Schools submitted certain proposals for opening other schools; but they came when budget provision had not been made. I shall do what I can to give effect to them as far as they are workable.

81. (*e*) *Chins.*—Chin schools have increased by 3 and the pupils by 58. The work is confined to the Central and Western circles. The American Baptist Mission School at Thayetmyo that was Anglo-Vernacular is now Vernacular. The increase is entirely in the Western circle. In the Central and in parts of the Northern circle Chins attend the Burmese Indigenous school; it is only in Thayetmyo town and in the Sandoway district that separate schools are maintained. There are 15 Upper and 63 Lower Primary passes, the latter nearly double the number last year, while the Upper Primary are two less.

82. (*f*) *Talaing.*—For some unexplained reason Talaing education has seriously declined. The Inspector of Schools has had his attention called to this. Schools have dropped from 41 to 27 and the pupils from 1,307 to 1,083.

Primary Education.

83. (*g*) *Manipurian.* There is one school in Mandalay, in the Pônna quarter. The curriculum is the same as in Burmese schools and the medium of instruction is Burmese. The difference is only one of race.

Statement IV.

Expenditure on Primary schools.

84. The expenditure on Primary schools for boys and girls for the past two years is Rs. 3,37,043 this year against Rs. 2,94,494 last. Of this boys' schools cost Rs. 2,56,740 and girls Rs. 80,303 against Rs. 2,63,872 and Rs. 30,622 respectively last year.

Statement III.

There were 4,091 schools with an average attendance of 127,450 against 4,110 schools with an average attendance of 121,424 last year. Of these 286 schools with an average attendance of 9,977 are for girls against 229 schools and an average attendance of 7,820 last year.

Vernacular Primary schools for boys are 3,783 with an average attendance of 116,034 and for girls 282 and 9,808 respectively against 3,858 schools, with an average attendance of 112,098 for boys, and 226 schools and an average attendance of 7,534 for girls last year.

The expenditure this year is distributed as follows :—

Provincial Funds, Rs. 96,655; Local Funds Rs. 1,56,483; Municipal Funds Rs. 38,314; Fees Rs. 25,197; Subscriptions Rs. 5,931 and Endowments Rs. 14,463.

Compared with last year, Provincial Local and Municipal expenditure have increased; at the same time Fees have increased by Rs. 1,178, Subscription by Rs. 3,079, and Endowments by Rs. 7,709.

The average cost per pupil was Rs. 2-10-4 against Rs. 2-6-10 last year. Taking boys and girls separately the average cost was Rs. 2-3-0 against Rs. 2-5-2 for boys and Rs. 8-0-9 against Rs. 3-14-8 for girls.

Government schools, with an average attendance of 14, cost Rs. 775, of which Rs. 58 came from fees.

Municipal schools, with an average attendance of 97, cost Rs. 5,074, of which Rs. 1,580 came from fees.

Aided schools, with an average attendance of 127,339, cost Rs. 3,31,194, of which Rs. 95,938 came from Provincial, Rs. 1,56,483 from Local, and Rs. 34,820 from Municipal Funds; the rest being Rs. 23,559 from Fees, and Rs. 20,394 from Other sources.

Boys' schools alone show an average attendance of 117,473 costing Rs. 2,56,740, Rs. 53,229 from Provincial, Rs. 1,41,126 from Local, and Rs. 30,396 from Municipal Funds. Fees, which have increased from Rs. 19,493 to Rs. 21,580, and Other sources, which have increased from Rs. 8,506 to Rs. 10,409, contribute the balance.

Results-grants and salary-grants paid to Vernacular schools for boys and girls.

85. For *boys' schools* the total amount of results and salary-grants paid was Rs. 47,403 from Provincial, Rs. 1,40,496 from Local, and Rs. 23,915 from Muncipal Funds; for *girls'* schools Rs. 42,339 from Provincial, Rs. 15,357 from Local, and Rs. 6,577 from Municipal Funds. Compared with last year the payments from Local and Municipal Funds have increased, while those from Provincial Funds have decreased. Provincial Funds this year have given Rs. 47,403 for boys and Rs. 42,339 for girls, against Rs. 68,176 for boys and Rs. 10,663 for girls last year.

SECTION VI.

SPECIAL INSTRUCTION.

Special instruction.

86. Under this head come—

A.—Training schools for teachers.

B.—Technical schools.

C.—Professional schools.

Special Instruction. Statement III.

Statistics.

The number of *training schools for teachers* remains the same as the year before, but, while the attendance in those for men has gone up by 52, that in those for women has decreased by 49, the decrease being divided among all the female training schools.

The Law class attached to the Rangoon College was re-opened during the year. *Engineering and Survey schools* have increased by one, and the attendance by 9.

Industrial schools and *industrial classes* attached to schools have increased by three, and the attendance by 43. Under the head of *other schools*, we have only *Kindergarten schools*: these have increased by six and the attendance by 71.

A.—Training Schools for Teachers.

Inspection of Normal schools.

87. The work of inspecting these schools has been very thoroughly done by Mr. Wedderspoon. He has not only inspected them, but bestowed a considerable time and pains in actual teaching.

The schedule of work.

88. The curriculum has, since it was first made under the revised scheme in 1890, undergone considerable modification, as the result of conferences of Normal School-managers and the officers of the department. As it is now in the new Code, it is well adapted for the training of teachers, men and women, for all grades, high, secondary, and Primary, Vernacular and Anglo-Vernacular.

Distinction between trained and untrained teachers.

89. For the first time, a distinction has been made between teachers who have undergone systematic training, theoretical and practical, in a recognized Normal school, and those who merely pass by the written tests. We recognize the former distinctly as the higher qualification.

Equipments.

90. Special pains have been taken to supply the Normal schools with better equipment, and to make them more they ought to be, models in every way for teachers to follow, when they themselves take up the work of teaching or of managing schools.

Practical training.

91. Special care and attention has been bestowed on this the chief part of the curriculum. Due provision has been made for it in the time-tables, submitted to the department for approval, and schools have been allowed in no way to make it subsidiary to theory. In this connection, I wish to mention specially the good work done by Mr. Smith, Baptist College, Mr. Carey, St. John's S.P.G., Mr. Simon, Government School, Moulmein, Maung Ba Kin, Thônzè, and Ma Nyein Yin, Morton Lane, Moulmein.

Statement VI.

Results of the final examination.

92. On the *Anglo-Vernacular* side, two more were presented for examination, but the passes were two less. The Government Normal School, Moulmein, and St. John's Convent, Rangoon, did badly, while the Baptist College and St. John's S.P.G. did very well. Steps have been taken to thoroughly reorganize the Anglo-Vernacular Department of the Government School, which has not been a success up to the present time. I expect a large increase in passes, as well as a large increase in attendance next year. The St. John's Convent School is not doing as well as it ought, either in number or in passes. The attention of the management is drawn to this.

All presented for the Primary grade passed. The Baptist College is the only Anglo-Vernacular School of this grade. On the *Vernacular side* 36 more were presented, and 40 more passed than in the year before, for the secondary, and the same number were presented for the Primary, with one more pass; 100 pupil teachers were presented and 34 passed by the secondary grade, Vernacular. The "Copleston prize" was won by Kasim of the Government Normal School, Moulmein.

93. The first and second year examinations of pupils in Normal Schools, and of pupil teachers employed in the province, show a very decided advance in numbers presented and in passes, in every grade, Vernacular and Anglo-Vernacular. For the Anglo-Vernacular secondary 46 were presented and 26 passed; for the Anglo-Vernacular Primary 32 were presented and 30 passed; for the Vernacular Secondary 99 were presented and 75 passed; for the Vernacular Primary 16 were presented and seven passed. Four hundred and forty-nine pupil-teachers were presented for the Vernacular Secondary grade and 270 passed; a decided advance on the results of the year before.

First and second year examinations.

94. In the *Anglo-Vernacular* examination, eight passed the Higher grade, 23 the Secondary, 30 the Primary. For the *Vernacular* 93 passed the Secondary, two being Tamils, and 30 the Primary, one being Tamil; of these, six are teachers in Government schools, nine in Municipal schools, 45 in Aided schools, one is a Deputy Inspector of Schools, four are clerks in offices, five are itinerant teachers under the old rules, 27 are assistant teachers in Indigenous schools, 37 are Indigenous school-managers, lay and monastic, five are pupils from Indigenous schools, 35 are pupil-teachers in Indigenous schools, and 10 are classed as unemployed.

Examination of outside candidates not trained in any Normal school.

95. In the final test 702 males and 128 females were presented for examination, 215 males and 63 females passed.

Proportion of males to females.

B.—TECHNICAL SCHOOLS.

Statement III.

96. (*a*) *Industrial.*—Under this head it has been the practice to include *bonâ fide* industrial schools and classes for Kindergarten and Slöjd, Vocal music, Drawing, Drill and Calisthenics, and Industrial work done by the blind. The Insein Reformatory, the American Baptist Mission Bghai-Karen School, Toungoo, the Roman Catholic Mission St. Joseph's School, Mandalay, the Commercial Institute, Rangoon, and the Roman Catholic Mission School in Prome road, Rangoon, are the only ones that come distinctly under the definition of Industrial schools.

Statistics.

In these five institutions there are 172 pupils taught in the following subjects:—

Book-binding, carpentry, tin-smith's work, blacksmith's work, cane-work, printing, shoemaking, cookery and domestic economy, cutting out and dress-making, lace-making, commercial arithmetic, commercial correspondence, short-hand, book-keeping and type-writing.

The two former have been examined, but not the three latter. The total passes in the Insein school were 18 in carpentry, 35 in tin-smith's work, and 7 in cane-work. The Bghai-Karen school, Toungoo, passed 25 in printing, three in book-binding, four in carpentry, and two in blacksmith's and 0 in tin-smith's work. The school as in previous years is poorly attended, and has not made the progress it should have.

97. A few schools take up these subjects: There were 87 passes in weaving, and none in lace-making. Next year we hope to be able to report passes in the latter work.

Weaving and lace-making.

98. (*b*) *Kindergarten and Slöjd.*—*Slöjd* is taught in the Government High School at Moulmein only. One hundred and fifty pupils from the Normal Department, *in which this subject is compulsory*, and from the High School were under instruction. The work has been well taken up, and well done. Mr. Dënder and his assistant Maung Po Thaing deserve great credit. The subjects taught were paper-folding, paper-colouring, card-board modelling, clay modelling, and first, second, and third year's wood-work. *Kindergarten* classes are found in 19 Anglo-Vernacular schools, with an attendance of 523 in the first and second year's classes, showing an advance of 79 over the year before.

There is only one Municipal school, and that at Bassein, that takes up this branch of work. Five schools have been added to the list during the year.

Special Instruction.

In Indigenous schools we have an infant class for children of seven years of age and under, in which a modified form of *Kindergarten, Thinbôngyi, and Object lessons* are taught. This is found in Burmese, Karen, and Tamil schools, though it has not made its way among Karens, as well as one could wish. There were 594 such classes at work; 2,048 boys and 1,749 girls passed.

This work is steadily gaining ground, revolutionizing the teaching of children, and bringing to school children of an age at which otherwise they would not join, because they could not do the work of Standard I.

This training greatly improves the intelligence of children, and is a perfect revelation to indigenous school-managers, and to the village folk.

It has not been taken up in the Western circle so well as in the other circles. The Deputy Inspectors of Schools should look into this matter.

99. (*c*) *Vocal Music.*—The teaching of vocal music has suffered a very great loss in the sudden death, on his way to England, of Mr. William Sherriff, to whose disinterested and able work, the cause of vocal music in schools, the province owes so much. It was a work of love with him, and only those who have worked with him know what a patient, earnest, cheery, and thorough teacher he was. He trained a large number of teachers, who will, I hope, carry on his good work, and extend vocal music in the schools of the province. Though the Tonic sol-fa classes and society will know him no more, I trust that the love of music, and the spirit of earnestness that he tried to infuse into his pupils, will remain and long continue to bear fruit.

Mr. William Sherriff.

100. Eleven Anglo-Vernacular and four Vernacular schools took up this subject, and there were in all 725 passes from infant to seventh standard inclusive.

Statistics.

101. (*d*) *Schools of Art.*—We have no schools of art, but drawing is taken up in many schools. It is compulsory in the Rangoon Collegiate School and in all Government and Municipal schools. In order to spread the teaching of this subject in Anglo-Vernacular and in Vernacular schools, an examination is held each year, to which Teachers and Normal School pupils are admitted. The subjects are Freehand, Geometrical Model, and Black-board drawing, Drawing from the cast, and Perspective. The examination is divided into Primary and Secondary grades respectively. There were 280 Primary passes, of which 106 were 'excellent,' and 170 Secondary passes, of which 58 were 'excellent.' Twenty-seven Anglo-Vernacular schools teach drawing, with an attendance of 2,936 pupils. The Drawing Master attached to certain Municipal schools holds drawing classes for Vernacular candidates; but we have no statistics of these. I hope to report more fully next year.

Drawing.

102. (*e*) *Drill for boys: Calisthenics for girls.*—Drill, except in Government and Municipal schools, is optional; nevertheless, it is largely taken up. Managers find it a great aid to discipline. Many schools have a good gymnasium as well; but gymnastics are not, with a few exceptions, systematically taught.

Drill.

Drill makes its way slowly in Indigenous schools; but where it is taken up it is popular. Sixteen Anglo-Vernacular schools in the Northern circle take it up, and 1,125 pupils were presented for examination. In Indigenous schools, the Katha, Bhamo, Ruby Mines, and Upper Chindwin districts show no drill at all; 41 schools took it up, and presented 1,029 pupils for examination.

103. Calisthenics for girls are well taken up in Anglo-Vernacular schools and form a very important branch of a girl's training. It would be well if managers made each class teacher do the calisthenics teaching of her class, as is done in the teaching of drill to boys. This plan ensures a more extended and thorough teaching of the subject; it improves the deportment of the girls, and it improves the discipline, class by class, throughout a school. The Code has made provision for the teaching of this sub-

Calisthenics

ject—as it has for drill—standard by standard, from the lowest to the highest. In Indigenous schools the subject has not been much taken up. Special Instruction.

104. (*f*) *Education of the blind.*—This question has been the subject of correspondence during the year, and was discussed at the Quinquennial Conference. It has been decided, for the present, not to treat it as a separate branch of work, but to bring it under the ordinary rules for aid to Anglo-Vernacular and Vernacular schools.

A beginning has been made by a teacher in Moulmein, Maung Pe Gyi, who not long ago lost his sight. He has got together some children, and teaches them to read, and to do cane and basket work. His school will be a success. He has been given a grant to enable him to equip his school, and to prepare a small press for the printing of the books he requires.

A blind alphabet for the province, based on Mr. Garthwaite's adaptation of the Braille system to Burmese, has been adopted, and a good beginning has been made. I have to thank the Rev. Mr. Sherratt for much valuable help in preparing this alphabet.

C.—Professional Schools.

105. (*a*) *Law.*—Referred to in Section III.

106. (*b*) *Engineering.*—Under orders from the Government, a report is submitted now, for the first time, on the Survey schools of the province. Engineering now includes—

(i) The Government School of Engineering at Insein for the training of Upper and Lower Subordinates for the Public Works Department, and (ii), the Survey schools.

107. *(i) Government Schools of Engineering, Insein.*—There has been no change in the staff, which consists of Mr. Mitchell, the Head Master, and Maung Kyaw Tun, Second Master. Both of them deserve special mention for good work. Mr. Mitchell has thrown himself heart and soul into his work, and spared no pains or thought to ensure the success of the school under his charge. The numbers and work of the school have increased, and another teacher will be required next year. Maung Nyun, under whom the carpentry is carried on, has given satisfaction. Staff.

108. The highest number attending during the year was 23 as against 19 the year before. At the end of March it fell to 21, and of these 1 Upper and 2 Lower Subordinate pupils elected to rejoin the school as first year students. Attendance, fees, and expenditure.

The 18 left were distributed as follows :—

Upper Subordinate—first year 3 second year 3.
Lower Subordinate—first year 7 second year 5.

The income from fees and the expenditure for the year have been Rs. 682 and Rs. 7,554 respectively, as against Rs. 728 and Rs. 7,618 the year before.

109. Of the three who competed for the one Upper Subordinate appointment offered, two failed to qualify, but by very little. One of them has been recommended for a Lower Subordinate appointment. Maung Ba Choe who passed first, passed remarkably well, gaining 70 per cent. Examinations.

Five competed for Lower Subordinate appointments and all passed well, none gaining below 58 per cent. The three first were Karens.

All the first year Upper Subordinates passed and gained promotion, with a remarkably good average. The first year Lower Subordinates did not do so well.

Special Instruction.

110. The curriculum has been considerably modified for the better, both on the theoretical and practical side, with the result, that the boys turned out of this school are, I venture to say, equipped above the average, for their work in life.

Curriculum.

111. The school is growing in popularity, and additions will have to be made before long to the Boarding establishment. Ample encouragement is given to the Lower Subordinates in the shape of appointments. The reduction in the number of guaranteed Upper Subordinate appointments, however, was a great misfortune. I hope that the original number at least may be reverted to, and that the lads of Burma may be given a better chance in their own province, by having more than two appointments offered them for competition. If the school is worth keeping up in the interests of the people of the province, it is worth encouraging to the fullest extent.

Prospects.

112. The conduct of the boys has been uniformly good.

Conduct.

113. The boys held their own in athletics, cricket, and football. A playground is being made for them.

Sports.

114. I have to thank Messrs. Foy, Bell, and Forster, of the Public Works Department, for having examined the Upper and Lower Subordinate classes for guaranteed appointments.

Examiners.

115. *(ii) Survey Schools.*—Owing to the opening of a Government Survey School at Katha, Survey schools have increased by one, making a total of 21.

Numbers.

116. Survey schools presented candidates in three subjects only, namely, arithmetic, revenue law, and surveying. The results in the first and last subjects were good, 44 per cent. passing in the former and 72 per cent. in the latter. Only 15 per cent. passed in revenue law.

Examinations.

117. All those who pass the Syndicate examination do not appear, as a matter of course, to select the Land Records Department for employment. Some join as apprentices in Deputy Commissioner's offices, others who have failed to obtain posts in the districts in which they have passed, migrate to other districts and succeed in finding work. But the fate of the bulk of these is unknown.

Employment of successful candidates.

During the year 125 qualified students obtained appointments from the following districts: Akyab 2, Kyaukpyu 2, Bassein 16, Myaungmya 6, Ma-ubin 3, Henzada 7, Hanthawaddy 6, Pegu 5, Tharrawaddy 3, Prome 9, Toungoo 8, Moulmein 12, Tavoy 4, Minbu 14, Mandalay 4, Sagaing 7, Shwebo 11, Yamèthin 5, Kyauksè 1.

118. The average daily attendance has been 446 out of 529 pupils on the rolls, as compared with 411 out of 523 in the previous year. The average net cost from Provincial funds amounted to Rs. 26,305, and the receipts from fees Rs. 7,348, as compared with Rs. 21,484 and Rs. 6,483 respectively the year before.

Attendance, fees, and cost.

119. *(c) Medical.*—Miss R. N. Cohen, M.B., F.R.C.S., held charge of the Dufferin Maternity Hospital, Rangoon, as Superintendent, assisted by Ma E Ngwe and Miss Antony.

Staff.

120. Twenty-four students were under training as compared with 33 the year before. Seventeen pupils completed their course of training in sick-nursing and mid-wifery, and passed the required examinations. Of these, 3 were Eurasians, 6 Burmans, 7 Karens, and 1 Shan. In the previous year the passes were 5 Eurasians, 1 Burmese, and 9 Karens.

Attendance and passes.

Special Instruction.

Annual report.

121. "Two examinations were held, one in May and the other in November. At the first examination seven candidates passed the prescribed test in sick-nursing and five in mid-wifery. At the second examination no candidate qualified in sick-nursing, owing to the standard being raised. The examiner states, that 'owing to want of practical knowledge, none of the candidates in sick-nursing passed the prescribed test.' It is to be hoped that arrangements may be made for more practical instruction, by sending the pupils to the General Hospital. Eleven girls passed in mid-wifery. The successful candidates received diplomas in sick-nursing and mid-wifery. Dr. W. J. Buchanan, M.B., C.M., and Major R. E. S. Davis, B.A., M.B., B.C.H., Senior Civil Surgeon, Rangoon, conducted the half-yearly examinations, and the thanks of the Committee are due to these two gentlemen for their gratuitous services.

"There were 511 in-patients and 729 out-patients. Of the former 15 were Europeans, 84 Eurasians, 94 Natives of Burma, and 318 Natives of India. Of the latter, 27 were Europeans, 104 Eurasians, 199 Natives of Burma, and 399 Natives of India. During 1899-1900 there were 696 in-patients, and 819 out-patients."

Other medical students.

122. The following table shows the number of medical scholars, and the schools they are at—

	1899-1900.	1900-1901.
Calcutta Medical College { Males	1	2
Calcutta Medical College { Females	3	3
Madras Auxiliary Medical school	15	11
Attending hospitals in the province for the pre-collegiate course ...	4	5
Total ...	23	21

Report by Principal, Medical College, Calcutta.

123. The Principal, Medical College, Calcutta, reports that of the three female candidates one was struck off the college rolls, as she failed twice at the third year's examination. One was kept back for a year as she failed in two subjects, with the recommendation that her scholarship should be stopped for a year. One passed the first year's examination and was promoted to the second year. Of the two male students, the Principal reports that both have been promoted to the third year. One passed the College Test examination, but failed to pass the Preliminary Scientific examination; the other passed the Preliminary Scientific examination.

Madras students.

124. Of the 11 students who were under training in the Madras Auxiliary Medical school, three passed, a very satisfactory result. The money spent in training students in Calcutta and in Madras would be better spent in the province.

Special scholarship tenable in Edinburgh University.

125. In April 1900 Sheik Abdul Rahman, Hospital Assistant, at one time a scholarship-holder at the Medical College, Calcutta, proceeded to Edinburgh with a special scholarship sanctioned by the Government of India. He passed the examination, and took his L. R. C. P. and S. within a year. Dr. Rahman is now a first grade Civil Assistant Surgeon.

Insein apprentices.

126. (*d*) *Mechanical Engineering.*—Fifty-three lads were under training as indentured apprentices in Burma Railways Workshop at Insein. Of these, 24 are Europeans and Eurasians, 15 Karens, 13 Burmans, and 1 Mahomedan.

Apprentices appointed by the European Stipend Board.

127. Thirty-two lads granted stipends by the European Stipend Board, were at work in various recognized workshops in Rangoon, Moulmein, Insein, Akyab, and Mandalay.

Apprentice drawing class, Insein.

128. This class presented eight boys for examination by the secondary grade. The Inspector of Schools reports that only three boys were passable, and only one of the three showed any appreciation of the neatness and accuracy that are required in geometrical drawing. The work was generally untidy and careless. The class is not satisfactory, and seems to be not worth keeping up in its present state.

Special Instruction.

129. (*e*) *Commercial Instruction.*—We have had during the year only one recognized class; but no examination was held.

Results of examination.

130. (*f*) *Pali.*—As no *Patamabyan* examination was held in 1899-1900, the results of the examination held in 1900-1901 are compared with those of 1898-99.

Details.	1898-99.		1900-1901.	
	Number presented.	Number passed.	Number presented.	Number passed.
Patamagyaw.				
Monks	23	...	4	1
Laymen	2	...	3	...
Total ...	25	...	7	1
Patamagyi.				
Monks	3	8 (*a*)	15	9
Laymen	3	3 (*a*)	3	...
Total ...	6	11	18	9
Patamalat.				
Monks	40	17	30	20
Laymen	3	3	1	1
Total ...	43	20	31	21
Patamangè.				
Monks	129	22	142	50
Laymen	26	7	11	1
Total ...	155	29	153	51
GRAND TOTAL ...	229	60	209	82

(*a*) Out of which seven candidates (six monks and one layman) who failed to qualify for the *Patamagyaw*, were awarded the certificate for *Patamagyi*.

The *Patamagyaw* was U Thuriya, of Mogaung *taik*, Mandalay. This success greatly pleased the *pôngyis* of Upper Burma, and has done much to make them more friendly to us. His Honour the Lieutenant-Governor in person gave him his certificate at a large assembly of *pôngyis*, and his advice to them on the occasion has been of the greatest help.

131. (*g*) *Forests.*—No candidates now present themselves to compete for the Dehra Dun scholarships, as these scholarships are no longer given.

Tharrawaddy school.

132. This school is a Vernacular one for training men as forest-rangers. The Forest Department submits a report on its working.

SECTION VII.

FEMALE EDUCATION.

Female education.

Statistics.

133. In the reports of previous years, all the boys found in girls' schools have been included. This was pointed out in the last quinquennial resolution. In this report the figures include (*a*) the number of girls in girls' schools, and (*b*) the number of girls in boys'

schools. There are in all of schools solely for girls 336, with an attendance of 8,582 against 280, with an attendance of 7,034 last year. All these are *Public Aided schools under Private management.* Female Education.

Statement III. The *Anglo-Vernacular and Vernacular Secondary* Schools are three less, but the attendance has increased by 71. The *Anglo-Vernacular and Vernacular Primary* schools have increased by 84, and the attendance by 1,927. *Special* schools have increased by two, but the attendance has fallen by 26.

To the above figures must be added 26,201 girls as against 22,616 last year, attending *public boys' schools, to which girls are admitted.*

The attendance in *Private* schools rose from 2,818 to 3,361.

Statement I. Total. 134. The total attendance of girls in schools of all grades is 38,142 against 32,468 last year.

Analysis of figures for the several divisions. 135. Every division, except Arakan and Meiktila, show an increase in attendance. In the former there is a decrease of 6·3 per cent. and in the latter 30·8 per cent.

The percentage of girls of school-going age attending school is 6·2 against 5·3 last year.

Classification as to grade of education. 136. Four girls are attending college. In the *Secondary* stage six are in *Government,* two in *Municipal,* and 5,799 in *Aided* schools. The two former are found in institutions for boys, of the latter 1,955 are found in institutions for girls, and 3,844 in institutions for boys.

In the *Primary* stage all are found in *Aided* schools, 6,350 in institutions for girls, and 22,246 in institutions for boys. Under *special* instruction 275 are in institutions for girls and 99 in institutions for boys. Three thousand three hundred and sixty-one are found in *Private* schools. The percentage of increase is 17·48 per cent. on the total, 18 per cent. in schools for girls, and 13·7 per cent. in schools for boys, which girls attend as well.

Passes. 137. No girls have passed the B.A. examination for the past two years. 1 passed the F.A. against 2 last year; 45 passed the Upper Secondary stage against 36; 325 passed the Lower Secondary against 323; 1,642 the Upper Primary against 1,422; and 11,283 the Lower Primary against 9,249. In these figures are included the passes in Burmese, Karen, Mahomedan, and Tamil Indigenous schools. In each of these there is an increase, except in Burmese Lower Secondary and Tamil Upper Primary, in which there is a small decrease of 12 and 6 passes respectively.

The girl who passed the F.A. examination passed in the second division and won a senior University scholarship. Four passed the Entrance examination in the first and 6 in the second division, 4 being awarded junior scholarships, four girls won middle English scholarships.

Statement IV. Expenditure. 138. The total expenditure on Secondary and Primary education for girls is Rs. 57,752 more this year than last; towards this increase Provincial funds contributed Rs. 29,146, Local funds Rs. 10,594, Municipal funds Rs. 1,005, while fees and other sources were Rs. 17,007 more than last year.

The total average cost and the average cost to public funds per pupil were Rs. 5-12-0 and Rs. 3-3-0 respectively against Rs. 4-12-0 and Rs. 2-6-0 the year before.

SECTION VIII.

EDUCATION OF SPECIAL CLASSES.

(a) Europeans.

Statements III (a) and V (a). Statistics. 139. There are 28 schools attended by European pupils against 26 last year; and the attendance of boys and girls is 2,006 against 1,931. Of these 722 are boys and 1,284 are girls. Special classes.

Of *High* schools there are one for boys, and six for girls; in the former there are 203 boys and no girls; in the latter there are 160 boys and 716 girls.

Special classes.

Of *Middle* schools there are 1 for boys and 8 for girls; in the former there are 23 boys and 21 girls, in the latter 196 boys and 284 girls.

Of *Primary* schools there are 1 for boys and 3 for girls; in the former there are 21 boys and 16 girls, in the latter 16 boys and 109 girls.

Special schools are for girls only and have 103 boys and 138 girls.

Statement VI.

Passes gained by European pupils.

140. None passed the B.A. examination, 5 passed the F.A., while six passed last year. Twenty-four passed the Entrance against 35 last year, 11 of these from schools specially for Europeans and 13 from schools for all races. Sixty-four passed Standard VIII. Three hundred and thirty-eight passed the Lower Secondary stage; 471 the Upper Primary and 459 the Lower Primary, making a total of 1,311 passes by all stages against 1,276 last year. In schools for Europeans only the passes have risen from 809 to 867 and in schools for all races they have fallen from 467 to 435.

Eight European pupils gained Middle English, 11 Junior University, and 2 senior University scholarships.

Statement IV (a).

Cost of European education.

141. For the 28 schools maintained for Europeans only the cost rose from Rs. 1,54,355 to Rs. 1,65,200, the amounts met by Government being Rs. 61,680 and Rs. 53,618 respectively. Secondary education cost Rs. 1,14,574, Primary Rs. 15,670, Special Rs. 14,088, Scholarships Rs. 664, Buildings Rs. 20,000, and Special grants to cadets Rs. 204. Fees rose from Rs. 45,725 to Rs. 53,399 in Secondary, from Rs. 1,770 to Rs. 4,002 in Primary, and from Rs. 5,383 to Rs. 5,988 in Special schools. Subscriptions and endowments rose from Rs. 31,199 to Rs. 38,193.

Schools and attendance.

142. (*b*) *Karens.*—The Vernacular education of Karens has been dealt with in Section V. Anglo-Vernacular education is provided for them in 15 schools, with an attendance of 1,125 boys and 503 girls; Sgau, Pwo, Bghai and Paku Karens attending.

Passes.

143. No Karens passed the B.A. or F.A. examinations. Two passed the Entrance, and 2 passed the Eighth standard. Two hundred and four passed by the Lower Secondary, 385 by the Upper Primary, and 486 by the Lower Primary stages respectively.

Expenditure.

144. As Municipalities decline to meet the entire cost of Karen education, special provision has been made to supplement Municipal expenditure from Provincial funds. Rupees 14,300 were so provided during the year.

145. (*c*) *Tamils and Telugus.*—English education among these people calls for no special remarks. With the exception of Maduray Pillay's School in Rangoon, which is in a far from satisfactory state, all the schools are aided and under Mission management. There is room for much improvement.

146. (*d*) *Mahomedans.*—There is only one English school for Mahomedans, namely, the Madrasa Islamia in Rangoon, and it would be better to close it. It does nothing. Mahomedans prefer sending their children to other schools.

147. (*e*) *Shans.*—The Shan school under the American Baptist Mission at Bhamo does fairly good work; but Shan education has not been taken up yet. Arrangements have been made for opening a school for Shans at Taunggyi, in the Southern Shan States.

148. (*f*) *Chinese.*—In addition to the Roman Catholic Mission Chinese School at Mandalay, a Government school for Chinese, with a special curriculum, has been opened at Bhamo, as a special case. To meet the Chinese New Year, it was opened in February; but any report on it belongs strictly to next year.

149. (*g*) *Chins.*—There are 2 Anglo-Vernacular schools for Chins at Sando- Special classes.
way and Thayetmyo. Eighty-one pupils in all attend them. There is very little progress as yet.

150. (*h*) *Kachins.*—There are no Anglo-Vernacular schools for Kachins.

151. (*k*) *Talaings.*—There is no Anglo-Vernacular work among Talaings.

152. (*l*) *Blind and Deaf-mutes.*—There is no work of any kind among the latter and what little has been done for the former is referred to elsewhere.

153. (*m*) *Chiefs and Noblemen.*—Beyond the Shan school at Taunggyi, we have no special education for the above.

154. (*n*) *Aboriginal and Hill Tribes.*—The work among these is partly Vernacular and partly Anglo-Vernacular; much more of the former than the latter. Details are given in Section V.

SECTION IX.

PRIVATE SCHOOLS.

Statement III. 155. Last year the number of private schools was 12,568, and the pupils attending them 137,517; this year they are 13,118, and 147,682 respectively. Private schools.

Numbers.

In the *Eastern circle*, the increases are in the Tavoy, Mergui, Toungoo, Thatôn, and especially the Yamèthin districts. In this last district the late Deputy Inspector of Schools clearly brought a large number of schools on to the register that were in no way fit.

There is a small increase in the Central circle, due, as in other circles, not to a loss under the head of Public schools, but to better work by the itinerant teachers, who have discovered new Private schools, which had not been discovered before. In Rangoon Town, the number of schools has fallen, while the attendance has risen. The largest increases are found in the Pegu and Prome districts, and the smallest in Tharrawaddy. The large number of private monastic schools helps the increase. Minbu and Magwe have a large number; but this must be expected.

In this as in other circles a large number of schools will remain private. Indifference and ignorance on the part of the *pôngyis*, combined with prejudice on the part of villagers, are great hindrances to progress.

Itinerant teachers are slowly, but surely making inroads on these. As to the attendance no inference need be drawn, it varies with the season of the year at which the school happens to be visited.

The *Western circle* calls for no special remarks: the fluctuations are unimportant.

The increases in the *Northern circle* show that it has been more thoroughly visited by the itinerant teachers. All the schools are monastic, and the average attendance at each is 9. Sixty monastic schools were transferred to the public list showing that work among the *pôngyis* is gradually gaining ground. Two hundred schools were inspected for the first time, and entered in the list.

156. The bulk of these private schools are purely for religious instruction, the managers of which, for various reasons, do not wish to have any secular teaching.

Statement III. Taking the male population at 3,887,156 and the female at 3,740,412, 134,699 boys and 2,818 girls attended in 1899-1900, while in 1900-1901 the numbers rose to 144,321 and 3,361 respectively. The Sagaing and Arakan divisions show a slight falling off in boys, while the Irrawaddy, Tenasserim, and Sagaing divisions show a slight falling off in girls. Out of a female population of 576,993 and 362,517 respectively in the Minbu and Sagaing divisions, only 134 and 105 girls respectively are found in the private schools.

SECTION X.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER EDUCATIONAL LITERATURE.

157. As pointed out in last year's report, the work of this year has been on the new basis. A large and representative Committee has been formed to consider English as well as Books.

New Text-book Committee.

Books. Vernacular books with two Sub-Committees, one for English and one for Vernacular work. The Committee and the Sub-Committees have been fully occupied. Publishers have as usual been very liberal in their supply of admirable books, maps, charts, diagrams and school material generally. These have been carefully examined and selections have been made from them for inclusion in the authorized list. The Teachers' Institute, Rangoon, to which all such supplies are sent, is very well equipped and is of the greatest use to Managers and Teachers.

158. The office of the Editor, Vernacular Text-books, has not been interfered with. It has during the year done good work, and maintained its good record.

Editor's office.

The Algebra in Burmese, for Standards V—IX, referred to last year, has been finished, and now supplies a long-felt want.

The publication of the Euclid in Burmese, though the translation was ready, has been delayed, because the publishers found that the gentleman to whom they gave the work of preparation, had used the edition prepared by another firm and not theirs.

Bell's 'Laws of Wealth' was translated with a view to distribution in Burmese schools.

A Geography of Europe for Standard VI, one of a series that has been prepared by the Text-book Committee, was finished and sent to the Press.

Bailey's 'Oral teaching' was reprinted, the first edition having run out.

The translation of Dr. Warner's "Citizen of India" is nearly ready.

The following books were submitted for examination and considered by the Committee:—

"Arithmetic for Kindergarten classes" and "Geometrical Drawing (Burmese)."

159. Mr. Lonsdale, the Editor, returned from leave during the year and resumed charge of his duties from Yeo Wun Sin. He has, as hitherto, done good work. I take this opportunity of mentioning the very good service rendered by Yeo Wun Sin when he acted as Editor. Mr. Lonsdale commends all his staff for steady, good work during the year. As I have pointed out on other occasions, the Editor's office, in addition to its own work, gives the office of the Director of Public Instruction much help. This has been done well and readily, as hitherto.

Staff.

160. The orders of the Government of India, conveyed in its Resolution No. 64-74, dated the 8th February 1900, have been fully carried out. The Committee has been reconstituted, and Sub-Committees have been formed to consider English as well as Vernacular work; the new rules have been embodied in the Education Code and a list of books is prepared by the Committee for the sanction of the Government, for use in Government, Municipal, and Aided schools.

Government Resolution.

SECTION XI.

CONCLUSION.

Conclusion. 161. The Inspectors of Schools in reporting on their offices say that one and all of their clerks have worked well and intelligently. Work has been turned out punctually, even in times of pressure. I have had no cause to complain of delays from their offices. Their head assistants, Maung Pyo Daing and Maung Thaw, deserve credit.

Offices.

My office has been hardworked during the year, but I am sure that managers appreciate the punctuality with which their correspondence has been attended to. The work is carried on with method and with punctuality, both in the correspondence and accounts branches, for which the Superintendent, Mr. Kamen, and the Head Accountant, Maung Ne Dun, are responsible. They are both good officers. This year, as in previous years, I have found Mr. Kamen a very reliable, methodical Superintendent. There have been a few changes in my office: some clerks who were hopeless and others who found the work too much have taken themselves off. Those that have remained have worked hard and have had a fair amount of promotion.

Conclusion.

District Officers, Municipalities, and Managers.

162. The relations of the Department with District Officers, Municipalities, and School-managers have been cordial and pleasant. In spite of differences of opinion in some cases of plain speaking and criticism, I can recall no single instance of unpleasantness.

Special mention.

163. I cannot close this report without acknowledging the great help I have had from the Rev. Dr. Cushing, Bishop Cardot, Mr. Best, of St. John's S. P. G., and Maung Hla Aung. I owe much to their friendly help and co-operation.

RANGOON:
The 27th July 1901.

JOHN VANSOMEREN POPE,
Director of Public Instruction, Burma.

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GENERAL TABLE I.—*Abstract Return of Colleges, Schools, and Scholars in Burma for the official year 1900-1901*—(para. 134).

(For details, see General Table III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.						
				UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.		SCHOOL EDUCATION, SPECIAL.		
Total area in square miles.	Number of towns and villages.	Population.	—	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.
1	2	3	4	5	6	7	8	9	10	11
	Towns 60	Males 4,705,094	Institutions for Males ...	2	...	296	3,805	5	37	4,145
	Villages 28,709	Females 4,516,067	Institutions for Females	...	...	33	286	5	12	336
			Institutions for Total ...	2	...	329	4,091	10	49	4,481
	Total ... 28,769	Total... 9,221,161	Scholars Males ...	136	...	24,193	99,042	224	1,018	1,24,613
			Scholars Females	4	...	5,807	28,596	80	294	34,781
			Scholars Total ...	140	...	30,000	1,27,638	304	1,312	1,59,394

AREA AND POPULATION.				PRIVATE INSTITUTIONS.		Grand total.	Percentage of	Remarks.
Total area in square miles.	Number of towns and villages.	Population.	—	Advanced.	Elementary.			
1	2	3	4	12	13	14	15	16
	Towns 60	Males 4,705,094	Institutions for Males ...	...	13,036	17,181	Institutions to number of towns and villages ... 61·17	
	Villages 28,709	Females 4,516,067	Institutions for Females	...	82	418		
			Institutions for Total ...	...	13,118	17,599		
	Total ... 28,769	Total... 9,221,161	Scholars Males...	...	1,44,321	2,68,934	Male scholars to male population of school-going age .. 38·11	
			Scholars Females	...	3,361	38,142	Female scholars to female population of school-going age ... 5·63	
			Scholars Total ...	...	1,47,682	3,07,076		

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on*

For details, see

—	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.					
	University education.		*School education, general.*		*School education, special.*	
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.
1	2	3	4	5	6	7
1. Institutions for— Males	Rs. 68,322	Rs. ...	Rs. 5,95,343	Rs. 2,56,740	Rs. 45,250	Rs. 62,107
Females	...	...	1,18,780	80,303	10,136	15,887
Total ...	68,322	...	7,14,123	3,37,043	55,386	77,994
2. (*a*).—Percentages of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction.	5·46	...	19·83	11·75	5·74	6·62
(*b*).—Percentages of local fund expenditure included in columns 2–17 to total local fund expenditure on public instruction.	...	...	16·44	77·94	...	...
(*c*).—Percentages of municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction.	...	...	62·90	21·85	...	0·59
(*d*).—Percentages on total expenditure on columns 2—17 to total expenditure on public instruction.	3·89	...	40·65	19·19	3·15	4·44
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A P.
Government institutions. Cost to provincial revenues.	329 11 2	...	40 10 9	51 3 5	325 9 11	68 14 10
Cost to local and municipal funds.	...	...	.....	.....	.....	.....
Total Cost ...	390 1 6	...	78 6 7	55 5 9	325 9 11	82 1 6
Local fund schools. Cost to provincial revenues.	...	...	.....	.....	.....	.....
Cost to local funds ...	...	...	.....	.....	.....	.....
Total Cost ...	...	...	.....	.....	.....	.....
Municipal schools. Cost to provincial revenues.	...	...	1 15 7	.....	.....	.....
Cost to municipal funds	...	...	19 9 11	36 0 4	.....	34 6 0
Total Cost ...	...	...	46 13 5	52 4 11	.....	40 10 0
Institutions in native States. Cost to native State revenues.	...	...	.....	.....	.....	.....
Cost to local and municipal funds.	...	...	.....	.....	.....	.....
Total Cost ...	...	...	.....	.....	.....	.....
Aided institutions. Cost to provincial revenues.	240 0 0	...	4 10 11	0 12 1	103 9 1	14 7 1
Cost to local and municipal funds.	...	...	3 12 4	1 8 0	.....	0 14 7
Total Cost ...	1,800 0 0	...	20 9 7	2 9 7	141 3 1	40 14 7
Unaided institutions, Total Cost ...	...	...	.....	.....	.....	.....
All institutions Cost to provincial revenues.	323 3 11	...	5 9 7	0 12 2	161 2 7	44 8 1
Cost to local and municipal funds.	...	...	4 14 9	1 8 5	.....	0 13 6
Total Cost ...	491 8 5	...	24 8 4	2 10 4	189 0 6	63 12 4

Public Instruction in Burma for the official year 1900-1901—(para. 30).

General Table IV.

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.									Total expenditure on public instruction.	Remarks.
Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
10,27,762 2,25,106	...	43,763	1,57,905	29,577	2,28,138	6,534	38,013	5,03,930	17,56,798	
12,52,868	...	43,763	1,57,905	29,577	2,28,138	6,534	38,013	5,03,930	17,56,798	
49·4	...	5·32	17·77	3·58	20·95	0·24	2·74	50·60	100	
94·38	...	...	5·29	...	0·22	0·10	0·01	5·62	100	
85·34	...	...	0·63	...	10·55	0·89	2·59	14·66	100	
71·32	...	2·50	8·98	1·68	12·99	0·37	2·16	28·68	100	

Rs. A. P.
83 12 0
.....
112 1 3
.....
.....
.....
1 14 2
20 5 11
47 0 3
.....
.....
.....
1 9 11
1 14 1
6 1 1
.....
2 9 1
2 2 3
7 14 8

	Rs.
Percentage of provincial expenditure included in column 17 to total expenditure on public instruction...	46·83
Percentage of local fund expenditure included in column 17 to total expenditure on public instruction...	11·43
Percentage of municipal expenditure included in column 17 to total expenditure on public instruction...	9·98
Percentage of expenditure from fees included in column 17 to total expenditure on public instruction...	19·88
Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction	11·88
Total ...	100·00

GENERAL TABLE III.—*Return of Colleges, Schools, and Scholars in Burma for the official year*

Class of institution.			Under public management.							
			Managed by Government.				*Managed by local funds and municipal boards.*			
			Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1			2	3	4	5	6	7	8	9
		Arts Colleges.								
University Education.	English		1	130	129	120	...	...	...	...
	Oriental		...	..	...	...	...	...	...	...
		Colleges or Departments of Colleges for Professional Training.								
	Law		...	...	...	...	...	...	...	...
	Medicine		...	...	...	...	...	...	...	...
	Engineering		...	...	...	...	...	...	...	...
	Teaching		...	...	...	...	...	...	...	...
	Agriculture		...	...	...	...	...	...	...	...
		Total	1	130	129	120	...	...	...	...
		Secondary Schools.								
School Education—General.	For boys. High schools		3	976	919	802	3	918	854	723
	For boys. Middle schools. English		...	...	...	...	12	1,552	1,474	1,281
	For boys. Middle schools. Vernacular		...	...	...	...	...	...	...	...
	For girls. High schools		...	...	...	...	...	...	...	...
	For girls. Middle schools. English		...	...	...	...	...	...	...	...
	For girls. Middle schools. Vernacular		...	...	...	...	...	...	...	...
		Total	3	976	919	802	15	2,470	2,328	2,004
		Primary Schools.								
	For boys		1	14	14	14	2	104	97	88
	For girls		...	...	...	...	...	...	...	...
		Total	1	14	14	14	2	104	97	88
		Schools for Special Instruction.								
School Education—Special.	Training schools for masters		1	84	76	70	...	...	...	...
	Training schools for mistresses		...	...	...	...	...	...	...	...
	Schools of art		...	...	...	...	...	...	...	...
	Law schools		1	7	7	7	...	...	...	...
	Medical schools		...	...	...	...	...	...	...	...
	Engineering and surveying schools		23	600	557	508	...	...	...	...
	Industrial schools		1	91	88	88	...	...	...	...
	Other schools		1	30	27	20	1	18	16	13
		Total	27	812	755	693	1	18	16	13
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION			32	1,932	1,817	1,629	18	2,592	2,441	2,105

1900 1901 -(paras. 22, 23, 25—28, 46, 47, 50—52, 58—62, 64, 84, 86, 96, 133, 155 and 156.

PUBLIC INSTITUTIONS.

Maintained by Native States.				UNDER PRIVATE MANAGEMENT.							
				Aided by Government or by local fund or municipal boards.				*Unaided.*			
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	1	10	10	8	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	10	10	8	...	...	...	...
...	...	...	...	9	3,331	3,124	2,850	...	...	...	...
...	...	...	...	44	5,123	4,746	4,243	...	...	...	...
...	...	...	...	225	15,146	15,146	15,146	...	...	...	...
...	...	...	...	7	1,088	1,044	915	...	...	...	...
...	..	...	...	9	774	727	614	...	...	...	...
...	...	...	...	17	1,092	1,092	1,092	...	...	...	...
...	...	...	...	311	26,554	25,879	24,860	...	...	...	...
...	...	...	...	3,802	117,536	117,362	117,019	...	...	...	...
...	...	...	...	286	9,984	9,977	9,959	...	...	...	...
...	...	...	...	4,088	127,520	127,339	126,978	...	...	...	...
...	...	...	...	4	143	140	134	...	...	...	...
...	...	...	...	5	77	77	74	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4	81	81	73	...	...	...	...
...	...	...	...	18	485	447	390	...	...	...	...
...	...	...	...	31	786	745	671	...	...	...	...
...	...	...	...	4,431	154,870	153,973	152,517	...	...	...	...

GENERAL TABLE III.—*Return of Colleges, Schools, and Scholars*

	Class of institution.	Grand total of public institutions.	Grand total of scholars on the 31st March.
	1	22	23
	Arts Colleges.		
University Education.	English	2	140
	Oriental	...	...
	Colleges or Departments of Colleges for Professional Training.		
	Law	...	...
	Medicine	...	...
	Engineering	...	...
	Teaching	...	...
	Agriculture	...	...
	Total	2	140
	Secondary Schools.		
School Education—General.	For boys. High schools	15	5,225
	For boys. Middle schools. English	56	6,675
	For boys. Middle schools. Vernacular	225	15,146
	For girls. High schools	7	1,088
	For girls. Middle schools. English	9	774
	For girls. Middle schools. Vernacular	17	1,092
	Total	329	30,000
	Primary Schools.		
	For boys	3,805	117,654
	For girls	286	9,984
	Total	4,091	127,638
	Schools for Special Instruction.		
School Education—Special.	Training schools for masters	5	227
	Training schools for mistresses	5	77
	Schools of art	...	...
	Law schools	1	7
	Medical schools	...	...
	Engineering and surveying schools	23	600
	Industrial schools	5	172
	Other schools	20	533
	Total	59	1,616
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	4,481	159,394
PRIVATE INSTITUTIONS	1. Advanced teaching— (*a*) Arabic or Persian	...	...
	(*b*) Sanskrit	...	..
	(*c*) Any other Oriental classic	...	...
	2. Elementary, teaching a vernacular only or mainly. For boys	12,757	141,834
	2. Elementary, teaching a vernacular only or mainly. For girls	82	1,131
	3. Elementary, teaching the Koran. For boys	251	4,078
	3. Elementary, teaching the Koran. For girls	...	...
	4. Other Schools not conforming to departmental standards. For boys	28	639
	4. Other Schools not conforming to departmental standards. For girls	...	...
	Total	13,118	147,682
	GRAND TOTAL	17,599	307,076

in Burma for the official year 1900-1901—concluded.

Number of scholars on the 31st March learning			Classification of scholars on the 31st March according to race or creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.			
24	25	26	27	28	29	30	31	32	33	34
140	113	...	16	19	5	5	95	4	...	
...	...	...	..	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	
140	113	...	16	19	5	5	95	4	...	
5,225	241	4,984	888	754	98	349	3,136	151	...	
6,675	1,007	5,668	170	1,827	737	521	3,420	571	...	
...	6,518	15,146	3	1,011	25	347	13,760	3,130	...	
1,088	374	714	817	62	1	4	204	...	261	
774	108	666	405	26	2	4	337	...	350	
...	265	1,092	...	371	4	38	679	...	388	
13,762	8,513	28,270	2,283	4,051	867	1,263	21,536	3,852	999	
1,620	54,656	114,188	52	7,371	1,516	2,161	106,554	22,246	..	
176	3,324	9,854	128	819	158	66	8,813	...	3,634	
1,796	57,980	124,042	180	8,190	1,674	2,227	115,367	22,246	3,634	
58	...	194	3	127	...	3	94	3	...	
11	...	77	11	61	...	...	5	...	...	
...	...	...	...	...	...	...	...	...	...	
7	...	...	...	1	...	...	6	...	...	
...	...	...	...	...	...	...	...	...	...	
71	...	582	29	26	...	8	537	...	...	
81	...	149	16	61	16	9	70	10	...	
481	...	179	228	96	19	9	181	86	145	
709	...	1,181	287	372	35	29	893	99	145	
16,407	66,606	153,493	2,766	12,632	2,581	3,524	137,891	26,201	4,778	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	45,722	138,713	...	65	...	33	141,736	1,816	...	
...	504	1,131	...	...	5	...	1,126	...	335	
...	4,053	25	...	...	...	4,078	...	708	...	
...	...	...	...	...	...	...	...	..	...	
312	342	125	...	...	266	12	361	41	...	
...	...	...	...	...	...	...	...	...	...	
312	50,621	139,994	...	65	271	4,123	143,223	2,565	335	
116,719	117,227	293,487	2,766	12,697	2,852	7,647	281,114	28,766	5,113	

GENERAL TABLE III (*a*).—*Return of Colleges, Schools, and*

Class of institution.			PUBLIC INSTITUTIONS.							
			UNDER PRIVATE MANAGEMENT.							
			Aided by Government or by local fund or municipal boards.				*Unaided.*			
			Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1			2	3	4	5	6	7	8	9
	Secondary Schools.									
SCHOOL EDUCATION—GENERAL.	For boys.	High schools	1	203	200	174	...	...	...	...
		Middle Schools. English	1	44	21	43	...	...	...	...
		Middle Schools. Vernacular ...	...	...	...	...	...	...	...	...
	For girls.	High schools	6	876	847	753	...	...	...	...
		Middle Schools. English ...	8	480	438	379	...	...	...	...
		Middle Schools. Vernacular ...	...	...	...	...	...	...	...	...
		Total ...	16	1,603	1,506	1,349	..	...	...	...
	Primary Schools.									
	For boys		1	37	32	25	...	...	...	...
	For girls		3	125	119	105	...	...	...	...
	Total ...		4	162	151	130	...	...	...	...
	Schools for Special Instruction.									
SCHOOL EDUCATION—SPECIAL.	Training schools for masters ...		...	...	...	...	...	...	...	...
	Training schools for mistresses ...		1	11	11	10	...	...	...	...
	Schools of art		...	...	...	...	...	...	...	...
	Law schools		...	...	...	...	...	...	...	...
	Medical schools		...	...	...	...	...	...	...	...
	Engineering and surveying schools ...		...	...	...	...	...	...	...	...
	Industrial schools		...	...	...	...	...	...	...	...
	Other schools		7	230	215	188	...	...	...	...
	Total ...		8	241	226	198	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.			28	2,006	1,883	1,677	...	...	...	...
GRAND TOTAL ...			...	...	...	...	...	..	...	...

Scholars for Europeans in Burma for the official year 1900-1901—(para. 139).

Grand total of public institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning,			Classification of scholars on the 31st March according to race or creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
		English.	A classical language.	A vernacular language.	European and Eurasians.	Native Christains.	Hindus.	Mahomedans.	Others.			
10	11	12	13	14	15	16	17	18	19	20	21	22
1	203	203	123	80	203	...	...	...	...	...	...	
1	44	44	...	44	39	...	...	...	5	21	...	
...	...	...	...	...	...	...	...	...	...	...	...	
6	876	876	373	503	810	28	1	4	33	...	160	
8	480	480	108	372	405	26	2	4	43	...	196	
...	...	...	...	...	...	...	...	...	...	...	...	
16	1,603	1,603	604	999	1,457	54	3	8	81	21	356	
1	37	37	6	31	34	...	...	...	3	16	...	
3	125	125	1	124	119	5	...	...	1	...	16	
4	162	162	7	155	153	5	...	...	4	16	16	
...	...	...	...	...	...	...	...	...	...	..	...	
1	11	11	...	11	11	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
7	230	227	...	3	218	1	...	...	11	...	103	
8	241	238	...	14	229	1	...	...	11	...	103	
28	2,006	2,003	611	1,168	1,839	60	3	8	96	37	475	
28	2,006	2,003	611	1,168	1,839	60	3	8	96	37	475	

GENERAL TABLE IV.—*Return showing Expenditure on Public Instruction in Burma*

Objects of expenditure.	Managed by Government.						
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.							
Arts Colleges.							
English	42,531	...	...	7,791	...	...	50,322
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agricultural	...	...	...	...	...	...	...
Total	42,531	...	...	7,791	...	...	50,322
SCHOOL EDUCATION—GENERAL.							
Secondary Schools.							
For boys — High school	37,378	...	...	34,684	...	...	72,062
For boys — Middle school — English	...	...	...	...	...	...	...
For boys — Middle school — Vernacular	...	...	...	...	...	...	...
For girls — High school	...	...	...	...	...	...	...
For girls — Middle school — English	...	...	...	...	...	...	...
For girls — Middle school — Vernacular	...	...	...	...	...	...	...
Total	37,378	...	...	34,684	...	...	72,062
Primary Schools.							
For boys	717	...	...	58	...	...	775
For girls	...	...	...	...	...	...	...
Total	717	...	...	58	...	...	775
SCHOOL EDUCATION—SPECIAL.							
Schools for Special Instruction.							
Training schools for masters	24,747	...	...	...	...	...	24,747
Training schools for mistresses	...	...	...	...	...	...	...
School of art	...	...	...	...	...	...	...
Law schools	1,350	...	...	750	...	...	2,100
Medical schools	...	...	...	...	...	...	...
Engineering and surveying schools	37,908	...	...	8,030	...	...	45,938
Industrial schools	6,728	...	...	...	...	...	6,728
Other schools	816	...	...	161	...	...	977
Total	71,549	...	...	8,941	...	...	80,490
Building	1,41,338	...	...	...	...	...	1,41,338
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...
Total	1,41,338	...	...	...	...	...	1,41,338
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN							
Arts colleges	...	...	...	...	...	...	...
Professional colleges	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...
Special schools other than training schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	2,93,513	..	...	51,474	...	...	3,44,987

for the year 1900-1901—(paras. 29, 30, 32, 43, 48, 58—62, 84 and 138).

PUBLIC INSTITUTION.

UNDER PUBLIC MANAGEMENT.

Managed by local fund and municipal boards.							*Maintained by Native State.*						
Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds in Native States.	Municipal funds raised in native State.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
900	...	16,384	24,976	...	300	42,560	...	...	...	...	...	...	...
3,700	...	29,289	33,493	...	...	66,482	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
4,600	...	45,673	58,469	...	300	1,09,042	...	...	...	...	...	...	...
...	...	3,494	1,580	...	...	5,074	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3,494	1,580	...	...	5,074	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	550	100	...	...	650	...	...	...	...	...	...	...
...	...	550	100	...	...	650	...	...	...	...	...	...	...
5,000	...	8,100	...	...	...	13,100	...	...	...	...	...	...	...
500	...	452	...	...	...	952	...	...	...	...	...	...	...
5,500	...	8,552	...	...	...	14,052	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
10,100	...	58,269	60,149	...	300	1,28,818	...	...	...	...	...	...	...

GENERAL TABLE IV.—*Return showing Expenditure on Public*

Objects of expenditure.	PUBLIC INSTITUTIONS—concluded.						
	UNDER PRIVATE MANAGEMENT.						
	Aided by Government or by local funds or municipal boards.						
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
University Education. — English	2,400(*a*)	...	...	108	...	15,492	18,000
University Education. — Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
University Education. — Law	...	...	...	...	...	...	...
University Education. — Medicine	...	...	...	...	...	...	...
University Education. — Engineering	...	...	...	...	...	...	...
University Education. — Teaching	...	...	...	...	...	...	...
University Education. — Agricultural	...	...	...	...	...	...	...
Total	2,400	...	...	108	...	15,492	18,000
Secondary Schools.							
School Education—General. — For boys — High school	27,868(*b*)	...	12,645	75,379	2,077	36,622	1,54,591
School Education—General. — For boys — Middle school — English	44,726(*c*)	1,100	26,124	81,005	14,128	29,893	1,96,976
School Education—General. — For boys — Middle school — Vernacular	17,028(*d*)	29,859	15,785	...	...	...	62,672
School Education—General. — For girls — High school	20,602(*e*)	...	2,839	33,446	781	17,507	75,175
School Education—General. — For girls — Middle school — English	5,868(*f*)	541	4,796	16,450	400	6,555	34,610
School Education—General. — For girls — Middle school — Vernacular	5,076(*g*)	1,512	2,407	...	...	...	8,995
Total	1,21,168	33,012	64,596	2,06,280	17,386	90,577	5,33,019
Primary Schools.							
School Education—General. — For boys	52,512(*h*)	1,41,126	26,902	19,942	3,080	7,329	2,50,891
School Education—General. — For girls	43,426(*i*)	15,357	7,918	3,617	2,851	7,134	80,303
Total	95,938	1,56,483	34,820	23,559	5,931	14,463	3,31,194
Schools for Special Instruction.							
School Education—Special. — Training schools for masters	12,238	...	...	...	...	8,165	20,503
School Education—Special. — Training schools for mistresses	10,136	...	...	...	...	...	10,136
School Education—Special. — School of art	...	...	...	...	...	...	...
School Education—Special. — Law schools	...	...	...	...	...	...	...
School Education—Special. — Medical schools	...	...	...	...	...	...	...
School Education—Special. — Engineering and surveying schools	...	...	...	...	...	...	...
School Education—Special. — Industrial schools	459	...	...	60	...	3,055	3,574
School Education—Special. — Other schools	7,168	...	480	7,594	183	2,602	18,027
Total	30,101	...	480	7,654	183	13,822	52,240
Building	26,000(*j*)	450	10,400	...	...	36,850	73,700
Furniture and apparatus (special grants only).	1,491(*k*)	200	1,100	...	...	2,791	5,582
Total	27,491	650	11,500	...	...	39,641	79,282
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts colleges	...	...	...	...	...	...	...
Scholarships held in — Professional colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary schools	...	...	...	...	...	...	...
Scholarships held in — Primary schools	...	...	...	...	...	...	...
Scholarships held in — Special schools other than training schools.	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	2,77,098	1,90,145	1,11,396	2,37,601	23,500	1,73,995	10,13,735

(*a*) Rupees 2,400; (*b*) Rs. 14,760; (*c*) Rs. 17,137; (*d*) Rs. 622; (*e*) Rs. 8,893; (*f*) Rs. 1,720; (*g*) Rs. 2,188; (*h*) Rs. 13,201 (*l*) Rupees 3,368; (*m*) Rs. 550; (*n*) Rs. 1,510, (*o*) Rs. 1,715; (*p*) Rs. 7,143, of these items represent the cost of Rangoon; American Baptist Mission Tamil and Telugu School, 73, Dalhousie Street, Rangoon; American Baptist Mission Pwo-School, Toungoo; American Baptist Mission Burmese School, Bassein, and American Baptist Mission Shan and Burmese

Instruction in Burma for the official year 1900-1901—concluded.

Unaided.				Total expenditure from					
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand total.
30	31	32	33	34	35	36	37	38	39
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	44,931	...	...	7,899	15,492	68,322
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	44,931	...	...	7,899	15,492	68,322
...	...	...	...	66,146	...	29,029	1,35,039	38,999	2,69,213
...	...	...	...	48,426	1,100	55,413	1,14,498	44,021	2,63,458
...	...	...	...	17,028	29,859	15,785	...	...	62,672
...	...	...	...	20,602	...	2,839	33,446	18,288	75,175
...	...	...	...	5,868	541	4,796	16,450	6,955	34,610
...	...	...	...	5,076	1,512	2,407	...	...	8,995
...	...	...	...	1,63,146	33,012	1,10,269	2,99,433	1,08,263	7,14,123
...	...	...	...	53,229	1,41,126	30,396	21,580	10,409	2,56,740
...	...	...	...	43,426	15,357	7,918	3,617	9,985	80,303
...	...	...	...	96,655	1,56,483	38,314	25,197	20,394	3,37,043
...	...	...	...	37,085	...	...	...	8,165	45,250
...	...	...	...	10,136	...	...	...	...	10,136
...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,350	...	...	750	...	2,100
...	...	...	...	...	...	...	...	...	...
...	...	...	...	37,908	...	...	8,030	...	45,938
...	...	...	...	7,187	...	...	60	3,055	10,302
...	...	...	...	7,984(*l*)	...	1,030(*m*)	7,855(*n*)	2,785(*o*)	19,654(*p*)
...	...	...	...	1,01,650	...	1,030	16,695	14,005	1,33,380
...	...	...	...	1,72,338	450	18,500	...	36,850	2,28,138
...	...	...	...	1,991	200	1,552	...	2,791	6,534
...	...	...	...	1,74,329	650	20,052	...	39,641	2,34,672
...	...	...	...	...	...	...	...	...	...
...	...	...	...	43,763	...	...	...	...	43,763
...	...	...	...	1,46,177	10,620	1,108	...	...	1,57,905
...	...	...	...	6,920	...	...	...	75	6,995
...	...	...	...	...	...	...	...	...	...
...	...	...	...	6,175	...	...	...	...	6,175
...	...	...	...	509	...	...	...	...	509
...	...	...	...	15,863	...	...	...	35	15,898
...	...	...	...	22,510	20	4,548	...	10,935	38,013
...	...	...	...	2,41,917	10,640	5,656	...	11,045	2,69,258
...	...	...	...	8,22,628	2,00,785	1,75,321	3,49,224	2,08,840	17,56,798

(*i*) Rs. 1,978; (*j*) Rs. 9,000.; (*k*) Rs. 591, represent the cost of Provincial revenue on account of the Rangoon Municipality Kindergarten Normal Schools, Moulmein; Municipal High School, Bassein; Baptist College, Rangoon; St. John's College, Karen School, Bassein; American Baptist Mission Bghai-Karen School, Toungoo; American Baptist Mission Paku-Karen School, Bhamo, the balance under each head is the cost of Kindergarten Department attached to Girls' Schools.

GENERAL TABLE IV(*a*).—*Return of Expenditure on European*

Object of expenditure.					PUBLIC INS			
					UNDER PRIVATE MANAGE			
					Aided by Government or by local			
					Provincial revenues.	Local funds.	Municipal funds.	Fees.
1					2	3	4	5
	Secondary Schools.				Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION—GENERAL.	For boys	High schools			3,134	...	...	9,703
		Middle schools	English		1,329	...	...	1,186
			Vernacular		...	...	...	...
	For girls	High schools			18,026	...	2,839	30,431
		Middle schools	English		5,168	541	4,796	12,079
			Vernacular		...	...	...	...
			Total		27,657	541	7,635	53,399
	Primary Schools.							
	For boys				...	250	...	503
	For girls				1,087	...	780	3,499
			Total		1,087	250	780	4,002
	Schools for Special Instruction.							
SCHOOL EDUCATION—SPECIAL.	Training schools for masters				...	...	...	...
	Training schools for mistresses				1,714	...	...	...
	Schools of art				...	...	...	...
	Law schools				...	...	...	...
	Medical schools				...	...	...	...
	Engineering and Surveying schools				...	...	...	...
	Industrial schools				...	...	...	...
	Other schools				2,606	...	480	5,988
			Total		4,320	...	480	5,988
	Buildings				10,000	...	...	...
	Furniture and apparatus (special grants only)				...	...	...	...
			Total		10,000	...	...	...
	University				...	...	...	...
	Direction				...	...	...	...
	Inspection				...	...	...	...
SCHOLARSHIPS HELD IN	Arts colleges				...	...	...	...
	Professional colleges				...	...	...	...
	Secondary schools				...	...	...	...
	Primary schools				...	...	...	...
	Special schools other than training schools				...	...	...	...
	Miscellaneous				...	...	...	...
			Total		...	...	...	...
	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION				43,064	791	8,895	63,389

Schools in Burma for the official year 1900-1901—(para. 141).

TITUTIONS.			TOTAL EXPENDITURE FROM						
MENT.									
funds or municipal boards.									Remarks.
Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand total.	
6	7	8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	1,080	13,917	3,134	...	...	9,703	1,080	13,917	
...	...	2,515	1,329	...	...	1,186	...	2,515	
...	...	...	...	...	...	...	...	...	
600	16,707	68,603	18,026	...	2,839	30,431	17,307	68,603	
400	6,555	29,539	5,168	541	4,796	12,079	6,955	29,539	
...	...	...	...	...	...	...	...	...	
1,000	24,342	1,14,574	27,657	541	7,635	53,399	25,342	1,14,574	
...	360	1,113	...	250	...	503	360	1,113	
2,851	6,340	14,557	1,087	...	780	3,499	9,191	14,557	
2,851	6,700	15,670	1,087	250	780	4,002	9,551	15,670	
...	...	...	...	...	...	...	...	...	
...	...	1,714	1,714	...	...	...	...	1,714	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	245	9,319	2,606	...	480	5,988	3,300	12,374	
...	245	11,033	4,320	...	480	5,988	3,300	14,088	
...	10,000	20,000	10,000	...	...	...	10,000	20,000	
...	...	...	...	...	...	...	...	...	
...	10,000	20,000	10,000	...	...	...	10,000	20,000	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	664	...	...	...	...	664	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	664	...	...	...	...	664	
3,851	41,287	1,61,277	43,728	791	8,895	63,389	48,193	1,64,996	

GENERAL TABLE V.—*Return of the Stages of Instruction of Public Schools for*

Class of schools.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS—										
For boys	Government	English	3	976	147	1	148	353	...	353
		Vernacular	...	...	...	...	...	...	...	...
	Local fund	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	15	2,470	110	...	110	813	...	813
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	53	8,454	235	2	237	2,054	105	2,159
		Vernacular	225	15,146	...	...	...	1,170	60	1,230
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		296	27,046	492	3	495	4,390	165	4,555
For girls	Government	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Local fund	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	16	1,862	1	60	61	36	266	302
		Vernacular	17	1,092	...	...	...	37	123	160
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		33	2,954	1	60	61	73	389	462
Total, Secondary Schools			329	30,000	493	63	556	4,463	554	5,017
PRIMARY SCHOOLS—										
For boys	Government		1	14	...	...	...	...	...	...
	Local fund		...	...	...	...	...	...	...	...
	Municipal		2	104	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		3,802	117,536	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
	Total		3,805	117,654	...	...	...	...	...	...
For girls	Government		...	...	...	...	...	...	...	...
	Local fund		...	...	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		286	9,984	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
	Total		286	9,984	...	...	...	...	...	...
Total, Primary Schools			4,091	127,638	...	...	...	...	...	...
GRAND TOTAL			4,420	157,638	493	63	556	4,463	554	5,017

General Education in Burma for the official year 1900-1901—(paras. 27, 64 and 66—68).

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						Total.			Remarks.
Comprising all pupils who have passed beyond the lower primary stage but have not passed beyond the upper primary stage.			Comprising all pupils who have not passed beyond the lower primary stage.									
			Reading printed books.			*Not reading printed books.*						
3			4			5						
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
262	3	265	208	2	210	...	...	...	970	6	976	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
891	...	891	654	2	656	...	...	...	2,468	2	2,470	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
2,645	248	2,893	2,806	359	3,165	...	...	...	7,740	714	8,454	
2,886	388	3,274	7,960	2,682	10,642	...	...	...	12,016	3,130	15,146	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
6,684	639	7,323	11,628	3,045	14,673	...	...	...	23,194	3,852	27,046	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
168	345	513	404	582	986	...	...	...	609	1,253	1,862	
91	119	210	260	462	722	...	...	...	388	704	1,092	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
259	464	723	664	1,044	1,708	...	...	...	997	1,957	2,954	
6,943	1,103	8,046	12,292	4,089	16,381	...	...	...	24,191	5,809	30,000	
14	...	14	...	...	...	...	...	...	14	...	14	
...	...	...	...	...	...	...	...	...	...	...	...	
37	...	37	67	...	67	...	...	...	104	...	104	
...	...	...	...	...	...	...	...	...	...	...	...	
7,179	1,242	8,421	88,111	21,004	109,115	...	...	...	95,290	22,246	117,536	
...	...	...	...	...	...	...	...	...	...	...	...	
7,230	1,242	8,472	88,178	21,004	109,182	...	...	...	95,408	22,246	117,654	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
346	457	803	3,288	5,893	9,181	...	...	...	3,634	6,350	9,984	
...	...	...	...	...	...	...	...	...	...	...	...	
346	457	803	3,288	5,893	9,181	...	...	...	3,634	6,350	9,984	
7,576	1,699	9,275	91,466	26,897	118,363	...	...	...	99,042	28,596	127,638	
14,519	2,802	17,321	103,758	30,986	134,744	...	...	...	123,233	34,405	157,638	

GENERAL TABLE V(a).—*Return of the Stages of Instruction of Pupils in Public*

Class of schools.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS—										
For boys	Government	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Local fund	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	2	247	12	...	12	80	5	85
		Vernacular	...	...	...	...	...	...	...	...
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		2	247	12	...	12	80	5	85
For girls	Government	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Local fund	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	14	1,356	1	59	60	34	254	288
		Vernacular	...	...	...	...	...	...	...	...
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		14	1,356	1	59	60	34	254	288
TOTAL SECONDARY SCHOOLS			16	1,603	13	59	72	114	259	373
PRIMARY SCHOOLS—										
For boys	Government		...	...	...	...	...	...	...	...
	Local fund		...	...	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		1	37	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
	Total		1	37	...	...	...	...	...	...
For girls	Government		...	...	...	...	...	...	...	...
	Local fund		...	...	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		3	125	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
	Total		3	125	...	...	...	...	...	...
Total Primary Schools			4	162	...	...	...	...	...	...
GRAND TOTAL			20	1,765	13	59	72	114	259	373

European Schools for General Education in Burma for the official year 1900-1901—(para. 139).

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						Total.			Remarks.
COMPRISING ALL PUPILS WHO HAVE PASSED BEYOND THE LOWER PRIMARY STAGE, BUT HAVE NOT PASSED BEYOND THE UPPER PRIMARY STAGE.			COMPRISING ALL PUPILS WHO HAVE NOT PASSED BEYOND THE LOWER PRIMARY STAGE.									
			Reading printed books.			*Not reading printed books.*						
3			4			5						
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
82	4	86	52	12	64	...	...	...	226	21	247	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...		...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
82	4	86	52	12	64	...	...	..	226	21	247	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	..	
113	302	415	208	385	593	...	...	...	356	1,000	1,356	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
113	302	415	208	385	593	...	...	...	356	1,000	1,356	
195	306	501	260	397	657	...	...	...	582	1,021	1,603	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	..	...	...	...	...	...	...	...	...	
2	4	6	19	12	31	...	...	...	21	16	37	
...	...	...	...	...	...	...	...	...	...	...	...	
2	4	6	19	12	31	...	...	...	21	16	37	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
1	45	46	15	64	79	...	...	...	16	109	125	
...	...	...	...	...	...	...	...	...	...	...	...	
1	45	46	15	64	79	...	...	...	16	109	125	
3	49	52	34	76	110	...	...	...	37	125	162	
198	355	553	294	473	767	...	...	...	619	1,146	1,765	

GENERAL TABLE VI.—*Return showing the results of prescribed*

Nature of examination.	Number of institutions sending examinees.				Number of		
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.
1	2	3	4	5	6	7	8
ARTS COLLEGES—							
1. Master of Arts	...	...	...	...	...	...	...
2. Bachelor of Arts	1	...	...	1	12	..	...
3. B. Sc.	...	...	...	...	...	...	...
4. First B. A.	...	...	...	...	...	...	...
4. First B. Sc.	...	...	...	...	...	...	...
4. First Arts	1	1	...	2	52	3	2
4. Previous examination	...	..	...	...	...	...	...
ORIENTAL COLLEGES—							
1. Master of Oriental Learning	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...
3. Honours in Arabic	...	...	...	...	...	...	...
3. Honours in Persian	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...
4. High Proficiency in Arabic	...	...	...	...	...	...	...
4. High Proficiency in Persian	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...
5. Proficiency in Arabic	...	...	...	...	...	...	...
5. Proficiency in Persian	...	...	...	...	...	...	...
5. Proficiency in Urdu	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—							
Law—							
1. Doctor of Law	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...
3. Bachelor of Law	...	...	...	...	...	...	...
Medicine—							
1. M. D.	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery	...	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...
5. First L. M. S.	...	...	...	...	...	...	...
6. Preliminary Scientific	...	..	...	...	...	...	...
Engineering—							
1. M. C. E.	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...
Teaching—							
1. Licentitate in Teaching	...	...	...	18	62	361	441	46	166	454
Schools for General Education—							
Matriculation	Boys	...	...	5	9	...	14	92	81	6
	Girls	...	...	...	6	...	6	...	19	...
Middle School examination ...	Boys	...	...	18	261	...	279	943	2,795	345
	Girls	...	...	...	28	...	28	...	362	...
Upper Primary examination ...	Boys	...	...	20	1,404	...	1,424	997	12,895	...
	Girls	...	...	...	135	...	135	...	1,268	...
Lower Primary examination ...	Boys	...	...	20	3,246	...	3,266	738	59,472	...
	Girls	...	...	...	283	...	283	...	5,337	...
Public Service Certificate examination...	English	...	...	2	2	1	5	8	2	1
	Vernacular	...	...	...	...	...	...	...	...	...
Schools for General Instruction—							
1. Training school examination for masters.	Upper	...	...	1	4	...	5	45	28	...
	Lower	...	...	...	...	...	...	...	2	...
2. Training school examination for mistresses.	Upper	...	...	...	5	...	5	...	33	...
	Lower	...	...	...	...	...	...	...	6	..
3. School of arts examination	...	...	...	...	...	...	...	...	...	...
4. Medical examination ...	...	...	...	...	...	...	...	...	...	...
5. Examination in engineering and surveying	...	21	3	...	24	373	3	...
6. Industrial school examination	...	...	...	...	...	...	...	...	...
7. Veterinary examination ...	...	...	...	...	...	...	...	...	...

examinations in Burma for the official year 1900-1901—(paras. 47, 54, 65, 92 and 140).

EXAMINEES.		NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.					Remarks.
Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
9	10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	...	...	...	...	...	...	...	...	
...	12	6	...	...	...	6	...	...	...	...	6	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	57	22	1	...	...	23	5	...	1	1	16	
...	...	...	...	...	...	...	...	...	...	...	...

EDUCATION—GENERAL TABLE VII.—*Returns showing the Distribution of Local Fund and*

Object of expenditure.			EXPENDI			
			IN INSTI			
			Number of institutions.	Number of schools on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1			2	3	4	5
	Arts Colleges.					
UNIVERSITY EDUCATION	English	... ...	...	...	...	...
	Oriental	... ...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law		...	...	...	...
	Medicine		...	...	...	...
	Engineering		...	...	...	...
	Teaching		...	...	...	...
	Agriculture		...	...	...	...
		Total ...	...	...	...	...
	Secondary Schools.					
SCHOOL EDUCATION—GENERAL.	For boys ...	High schools	...	...	...	...
		Middle schools English	...	...	...	...
		Middle schools Vernacular ...	...	...	...	...
	For girls ...	High schools	...	...	...	...
		Middle schools English	...	...	...	...
		Middle schools Vernacular ...	...	...	...	...
		Total ...	...	...	...	...
	Primary Schools.					
	For boys		...	...	...	...
	For girls		...	...	...	...
		Total ...	...	...	...	...
	Schools for Special Instruction.					
SCHOOL EDUCATION—SPECIAL.	Training schools for masters		...	...	...	...
	Training schools for mistresses		...	...	...	...
	Schools of art		...	...	...	...
	Law schools		...	...	...	...
	Medical schools		...	...	...	...
	Engineering and survey schools		...	...	...	...
	Industrial schools...		...	...	...	...
	Other schools		...	...	...	...
		Total ...	...	...	...	...
Buildings			...	...	...	...
Furniture and apparatus (special grants only)			...	...	...	...
		Total ...	...	...	...	...
Inspection—						
Arts colleges			...	...	...	...
Professional colleges			...	...	...	...
Secondary schools			...	...	...	...
Scholarships held in—			...	...	...	...
Primary schools			...	...	...	...
Special schools other than training schools			...	...	...	...
Miscellaneous			...	...	...	...
		Total ...	...	...	...	...
		GRAND TOTAL ...	...	...	...	...

I.—The sum of the expenditure in columns 12 and 27 should agree with the expenditure shown in column 3 of
II.—The sum of the expenditure in columns 16 and 31 should agree with the expenditure shown in column 7(*b*)
III.—The expenditure under 'Inspection,' 'Scholarships,' and 'Miscellaneous' should be shown only in columns

Municipal Expenditure on Public Instruction in Burma for the official year 1900-1901.

TURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.

TUTIONS MANAGED BY LOCAL FUND BOARDS.							IN INSTITUTIONS MANAGED BY			Total local fund expenditure on public institutions.
Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal boards.	Private persons or associations.	
6	7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	1,100	1,100
...	...	...	...	...	...	...	...	...	29,859	29,859
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	541	541
...	...	...	...	...	...	...	...	...	1,512	1,512
...	...	...	...	...	...	...	...	...	33,012	33,012
...	...	...	...	...	...	...	...	...	1,41,126	1,41,126
...	...	...	...	...	...	...	...	...	15,357	15,357
...	...	...	...	...	...	...	...	...	1,56,483	1,56,483
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	450	450
...	...	...	...	...	...	...	...	...	200	200
...	...	...	...	...	...	...	...	...	650	650
...	...	...	...	...	...	...	...	...	...	10,620
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	20
...	...	...	...	...	...	...	...	...	...	10,640
...	...	...	...	...	...	...	...	...	1,90,145	2,00,785

General Table IV.
and 7(c), respectively of General Table IV; and Local fund and Municipal expenditure of native States should be excluded.
16, 31 and 32, and not in the other columns.

EDUCATION GENERAL TABLE VII.—*Returns showing the Distribution of Local Fund and*

Objects of expenditure.	EXPENDITURE OF — In institutions				
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.
1	17	18	19	20	21
					Rs.
Arts Colleges.					
UNIVERSITY EDUCATION. — English	...	...	...	...	...
UNIVERSITY EDUCATION. — Oriental	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.					
UNIVERSITY EDUCATION. — Law	...	..	...	...	...
UNIVERSITY EDUCATION. — Medicine	...	...	...	...	...
UNIVERSITY EDUCATION. — Engineering	...	...	...	...	...
UNIVERSITY EDUCATION. — Teaching	...	...	...	...	...
UNIVERSITY EDUCATION. — Agriculture	...	...	...	...	...
Total	...	...	...	...	...
Secondary Schools.					
SCHOOL EDUCATION—GENERAL. — For boys — High schools	3	918	854	723	900
SCHOOL EDUCATION—GENERAL. — For boys — Middle schools — English	12	1,552	1,474	1,285	3,700
SCHOOL EDUCATION—GENERAL. — For boys — Middle schools — Vernacular	...	...	...	...	...
SCHOOL EDUCATION—GENERAL. — For girls — High schools	...	...	...	...	...
SCHOOL EDUCATION—GENERAL. — For girls — Middle schools — English	...	...	...	...	...
SCHOOL EDUCATION—GENERAL. — For girls — Middle schools — Vernacular	...	...	...	...	...
SCHOOL EDUCATION—GENERAL. — Total	15	2,470	2,328	2,004	4,600
Primary Schools.					
SCHOOL EDUCATION—GENERAL. — For boys	2	104	97	88	...
SCHOOL EDUCATION—GENERAL. — For girls	...	...	...	...	...
Total	2	104	97	88	...
Schools for Special Instruction.					
SCHOOL EDUCATION—SPECIAL. — Training schools for masters	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Training schools for mistresses	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Schools of art	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Law schools	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Medical schools	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Engineering and survey schools	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Industrial schools	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Other schools	1	18	16	13	...
Total	1	18	16	13	...
Buildings	...	...	...	...	5,000
Furniture and apparatus (special grants only)	...	...	...	...	500
Total	...	...	...	...	5,500
Inspection— Arts colleges	...	...	...	...	...
Professional colleges	...	...	...	...	...
Secondary schools	...	...	...	...	...
Scholarships held in— Primary schools	...	...	...	...	...
Special schools other than training schools	...	...	...	...	...
Miscellaneous	...	...	...	...	...
Total	...	...	...	...	...
GRAND TOTAL	18	2,592	2,441	2,105	10,100

I.—The sum of the expenditure in columns 12 and 27 should agree with the expenditure shown in column 3 of
II.—The sum of the expenditure in columns 16 and 31 should agree with the expenditure shown in columns 7(*b*)
III.—The expenditure under 'Inspection,' 'Scholarships,' and 'Miscellaneous' should be shown only in columns

Municipal Expenditure on Public Instruction in Burma for the official year 1900-1901—concluded.

MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.											
MANAGED BY MUNICIPAL BOARDS.						IN INSTITUTIONS MANAGED BY					
Municipal rates.	Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund boards.	Private persons or associations.	Total municipal expenditure on public instruction.	Total expenditure of local fund and municipal boards on public instruction.	Remarks.
22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
16,384	...	24,976	...	330	42,560	...	...	12,645	29,029	29,029	
29,289	...	33,493	...	...	66,482	...	...	26,124	55,413	56,513	
...	...	...	...	...	...	...	...	15,785	15,785	45,644	
...	...	...	...	...	...	...	...	2,839	2,839	2,839	
...	...	...	...	...	...	..	...	4,796	4,796	5,337	
...	...	...	...	...	...	...	...	2,407	2,407	3,919	
45,673	...	58,469	...	300	1,09,042	...	...	64,596	1,10,269	1,43,281	
3,494	...	1,580	...	...	5,074	...	...	26,902	30,396	1,71,522	
...	...	...	...	...	...	...	...	7,918	7,918	23,275	
3,494	...	1,580	...	...	5,074	...	...	34,820	38,314	1,94,797	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
550	...	100	...	...	650	...	...	480	1,030	1,030	
550	...	100	...	...	650	...	...	480	1,030	1,030	
8,100	...	...	...	...	13,100	...	...	10,400	18,500	18,950	
452	...	...	...	...	952	...	...	1,100	1,552	1,752	
8,552	...	...	...	...	14,052	...	...	11,500	20,052	20,702	
...	...	...	...	...	...	...	...	...	1,108	11,728	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	4,548	4,568	
...	...	...	...	...	...	...	...	...	5,656	16,296	
58,269	...	60,149	...	300	1,28,818	...	...	1,11,396	1,75,321	3,76,106	

General Table IV.

and 7(c), respectively of General Table IV; and Local fund and Municipal expenditure of native States should be excluded, 16, 31 and 32 and not in the other columns.

BOYS.

GENERAL TABLE VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1900-1901*—(para 9).

Class of hostel or boarding-house.	Number of		Number of boarders who are students of				Expenditure from					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government ...	4	275	37	103	52	83	...	...	...	21,932	21,932	
2. Managed by local or municipal boards.	3	60	...	29	31	...	...	...	...	5,195	5,195	
3. Aided by Government or by local or municipal boards.	46	2,460	38	868	1,397	157	5,982	329	41,286	74,641	1,22,238	
4. Unaided	16	388	...	30	325	33	...	...	9,579	679	10,258	
Total ...	69	3,183	75	1,030	1,805	273	5,982	329	50,865	1,02,447	1,59,623	

GIRLS.

Class of hostel or boarding-house.	Number of		Number of boarders who are students of				Expenditure from					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government ...	...	...	...	...	...	...	...	...	...	...	...	
2. Managed by local or municipal boards.	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by local or municipal boards.	27	910	...	260	535	115	3,554	409	22,554	35,532	62,049	
4. Unaided	1	27	...	...	27	...	...	...	167	...	167	
Total ...	28	937	...	260	562	115	3,554	409	22,721	35,532	62,216	

G. B. C. P. O.—No. 440, Secy., 3-12-1901—632.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1902-03.

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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1902-03.

Extract from the Proceedings of the Government of Burma in the Educational Department,—No. 6E.-49 dated the 27th September 1903.

READ—

The Report of the Director of Public Instruction for the year 1902-03.
The Report of the Educational Syndicate for the year 1902-03.
The Report of the Insein Reformatory School for the year 1902.

RESOLUTION.—The Annual Report on Public Instruction was due in the Secretariat on the 1st August, and was received punctually. The Director has urged, that, as the report is now submitted in print, the prescribed date might be advanced to the 1st September, in order to relieve the pressure of routine work in the department during the months of June and July. The suggestion appears to be reasonable and is accepted by the Lieutenant-Governor.

2. The Director has furnished an account of the measures taken in this Province to give effect to the recommendations of the Simla Conference, and His Honour will confine himself to the consideration of the main questions which are still outstanding.

Simla Conference.

The proposals for the revision of the curriculum in Anglo-Vernacular schools submitted by Mr. Pope, involved extensive changes about which considerable difference of opinion disclosed itself. Before a decision was arrived at, the further letter of the Government of India relating to the institution of a school final examination was received. One of the points referred to in this letter related to the subjects to be prescribed for the school final examination, and as it seems likely that further general orders may be passed, it has been thought advisable to postpone action regarding the revision of the Anglo-Vernacular courses.

Proposals for making the school courses more practical on the lines proposed by the Bengal Government, and for adapting the Vernacular curriculum to the needs of agriculturists have also been under consideration, and it is expected that a conclusion will shortly be arrived at.

Action has also been temporarily suspended as regards the abolition of the Results-grant system in Vernacular Schools, and the introduction of a system of aid in accordance with the recommendations of the Conference. The Director and the Educational Syndicate desire to retain Results-grants for Vernacular Schools and they do not recommend any modification of the existing rules for Anglo-Vernacular schools. The position has been reported to the Government of India and will be further discussed with the Director-General when he is able to visit Burma.

With the exceptions referred to the recommendations of the Conference and the orders of the Government of India are being carried into effect.

2. *General results.*—The statistics indicate progress and the figures relating to Primary Education are more satisfactory than for some years past.

The results of the University examinations are satisfactory, in that the number of B. A. degrees obtained, eleven, is the highest on record. The number of entrance passes shows improvement also, but, on the other hand, there is a serious falling off in the results of the First-in-Arts examination.

3. *Expenditure* —Apart from the inclusion for the first time of considerable items, under the head 'Miscellaneous' on account of expenditure on Hostels and Boarding-houses, there was a noticeable increase in the allotments for Secondary and Primary Education and for buildings. The enhanced burden seems to have fallen chiefly on Municipal and Private Funds, but no very clear explanation of the variations is given in the report. No mention is made of the Imperial grant of four lakhs a year which has been allotted for the purpose of giving effect to the recommendations of the Simla Conference. It has been ascertained that expenditure amounting to Rs. 1,28,000 was incurred against the allotment in the year 1902-03 and it is anticipated that the full amount will be utilized during the current year. The matter should be fully dealt with in future Annual Reports.

With reference to the criticisms in the Resolution on the Quinquennial Report regarding the increased expenditure on Primary Education per school and per pupil, the Director has explained that the apparent increase is due to the inclusion in the public register in former years of large numbers of schools and pupils earning no grants. These schools have now either qualified for grants, or they have been removed from the public list.

4. The Report of the Educational Syndicate does not call for special remarks.

Educational Syndicate and Reformatory School.

Owing to further difficulties having arisen, the transfer of the Rangoon College to Government has not yet been carried into effect.

Considerable attention has been given during the year to the management of the Insein Reformatory School, and steps have been taken to give full effect to the orders requiring that a more educational character should be given to such institutions.

5. In the last chapter of the Report Mr. Pope has furnished an interesting review of the progress of education during his tenure of office as Director.

The great advancement achieved in all directions while the department has been under his charge, must be to him a source of pride and satisfaction and is recognised with gratitude by the Local Government.

By order of the Lieutenant-Governor of Burma,

J. B. WINGATE,

Secretary to the Government of Burma.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1902-03.

CHAPTER I.

PRELIMINARY.

Preliminary.

The year under report 1902-03, has been one of steady work, and, as this report will show, of progress.

2. There have been no changes in the system.

3. The changes in the educational system suggested by the Simla Conference, were forwarded to this Department for report, in General Department letter No. 102—6E.-4E., of December 4th, 1901.

No time was lost in discussing these very extensive and far-reaching questions, and seeing how far they were suited to Burma.

4. The following are the proposals of the Simla Conference, on which a report as to their suitability for adoption in the Province, was asked for:—

I.—The system of examinations;

II.—Fees in colleges and schools;

III.—Secondary education—

(i) Recognition of schools.

(ii) Teachers in secondary schools.

(iii) Trifurcation of studies into Literary, Technical and Commercial.

IV.—Primary education—

(i) Expenditure on Primary "education."

(ii) Control of schools under Local Boards.

(iii) The results-grant system.

(iv) The improvements of Primary "education."

(v) Instruction through the medium of the vernacular.

(vi) Agricultural education in "Primary" schools.

(vii) Kindergarten methods.

(viii) Training schools for teachers in Primary schools.

V.—Agricultural education;

Preliminary.

VI.—General questions—

(i) The relations of the State towards private enterprise.

(ii) The inspecting agency.

(iii) Training of officers of the Indian Educational Service.

(iv) The introduction of a Provincial and Subordinate Educational Service.

(v) Female education.

All these questions have been fully reported on and discussed. Some of them have been settled; while sanction is awaited for the rest. I shall deal briefly with each of them.

5. I.—The Government of India has remarked, that the system in Burma is suitable, and that no change is necessary. A change has been made in nomenclature only. What was the Fourth Standard Examination is now known as the *Primary*; the Seventh Standard remains as before, as the final stage of the Middle Department; and the examination at the end of the High Course will be as before, the *Entrance* for those who wish to join a University; and hereafter a *School Final* for those who take up either the Literary, the Technical, or the Commercial Side.

II.—This Province has since 1899 had a minimum rate of fee, and a fixed scale for remissions, in all Government, Municipal and Aided Schools. The rate was raised when the Code underwent its last quinquennial revision.

The rate of fees was raised in the Rangoon College also.

III.—(i) The existing rules for recognition were revised in the light of the suggestions made.

(ii) This question has always received, and still receives, the most careful attention in the Province.

(iii) A scheme has been submitted, and we await orders.

IV.—(i) The burden for paying for education pressed too heavily on Municipal and District Cess Funds, with the result that what Educational work was being carried on could not be paid for in full, and extension of work was impossible. To remedy this, the Government has, in Lower Burma, increased its subsidies to Municipalities, on the half-salary grant system, and will take over the cost of the Itinerant Teachers.

The travelling allowance and contingencies of the Deputy Inspectors, which were paid by the District Cess Fund, are now paid from Provincial Fund.

(ii) Our system needed no revision. The Province has no Local Boards.

(iii) This question was fully discussed.

The results-grant system was abolished some time ago, as far as Anglo-Vernacular education is concerned. It was pointed out that for Burma the results-grant system in Vernacular Education was the most suitable and effective, and a slight modification was proposed, whereby Vernacular schools under Missionary management, and those that were of long standing, and were well-established, might be given Fixed-grants.

The question is to be discussed again, and finally settled, after the visit of the Director-General of Education to Burma.

(iv) Sanction has been given for opening Government Model Schools for boys and for girls. Standard plans are being prepared for the buildings.

The inspecting staff, and the staff of Itinerant Teachers have been considerably strengthened. On the whole, Primary Education, Anglo-Vernacular and Vernacular in the Province is on a good footing and needs no special treatment, except the provision of sufficient funds.

The curriculum for Primary Vernacular Education drawn up by Bengal, and recommended by the Simla Conference, does not meet with approval. It is too complicated, too heavily laden with subjects, and is unsuited to a country that has to deal with the monastic system as a factor in education. Doubts are entertained of its suitability anywhere.

Preliminary.

However, a modified scheme has been drawn up, and steps are being taken to prepare the necessary text-books, and the Teachers' Manuals, as suggested by the Government of India. How far it will work waits to be seen.

(v) It is now ruled that in all Anglo-Vernacular schools, except those specially exempted, all subjects other than English or foreign languages, shall be taught, in Standards I—IV inclusive, in certain recognized Vernaculars, by means of Vernacular text-books, and not in English, or by means of English text-books; and that in all examinations in these standards, the papers will be set, and the answers given, in the vernacular and not in English.

(vi) The Government decided not to take this question up, as yet, in the direction of having separate agricultural schools.

(vii) Burma has since 1889 paid special attention, and continues to pay special attention, to this method of instruction.

(viii) The training of teachers has since 1889 been made the subject of special attention in Burma. Training schools, Government and aided, have been opened, and it is proposed to open more. All grades of teachers, Primary, Secondary, and High, Anglo-Vernacular and Vernacular, are provided for; and not only are the rules for the employment of certificated teachers very strict, but ample inducement, in the shape of half-salaries, and the payment of a higher rate of grant, is held out to trained teachers.

V.—It has been decided by the Government, that this question concerns the Department of Land Records and Agriculture.

VI.—(i) Private enterprise has had, and has, the fullest scope, under recognized rules, and supervision by the Department. Where it sufficed, it has been allowed full scope; but where it was unable to take up work, the Government has taken it up instead. It is under this policy, that the Government schools at Minbu, Thazi, and Maymyo have been opened; the Rangoon College and Collegiate School have been re-transferred to the Government; and Model Vernacular Primary Schools are to be opened.

(ii) The inspecting agency has been considerably strengthened, and application has been made to the Secretary of State for another Inspector of Schools. The proposal to appoint Inspectresses of Schools did not find favour.

(iii) The proposals made were approved; and in the case of officers already appointed, arrangements have been made for one Inspector of schools, who is on leave, to study Educational questions.

(iv) A scheme has been submitted for sanction.

(v) These proposals have been carefully considered. In many respects, they are not suited to Burma. It has been decided to open six Government Model Schools for girls, and in other respects to leave female education, which is in a satisfactory state, to continue on its present lines.

6. This year, as always, we have paid special attention to Monastic Schools, and have done our utmost to induce the *pôngyis* to take the lead in Vernacular education. We have met with considerable success. Our aim has been not only to encourage *pôngyis* to take up educational work, but to train their own *Koyins* and *Upazins* to help them in it. As long as the opposition of the late *Thathanabaing* and of the Pakhan *Sadaw* lasted, our task was a very difficult one: *pôngyis* dared not face it, however anxious they were personally to engage in the work. I hope that opposition is now at an end.

Pôngyis, while they disliked the old certificated assistant, welcome the Itinerant teacher, and avail themselves gladly of his help, with the result that larger numbers are registering their schools. Some of our very best Vernacular schools are Monastic, and some of our best and most enthusiastic teachers are *pôngyis*.

In all villages, we give the *pôngyis* the first chance of opening schools before we register a lay school.

In the Arakan division we find great difficulty. With a very few notable exceptions, Arakan suffers from idle and ignorant *pôngyis*.

General and statistical summary.

CHAPTER II.

GENERAL AND STATISTICAL SUMMARY.

Statement I.

7. The following table gives the statistics of all colleges and schools in Burma for the years 1901-02 and 1902-03:—

TABLE I.—*General statistics of Institutions and Pupils.*

Class of Institution.	1901-02.		1902-03.		Percentage of increase or decrease.	
					Institutions.	*Pupils.*
	Institutions.	Pupils.	Institutions.	Pupils.	1902-03 compared with 1901-02.	1902-03. compared with 1901-02.
1	2	3	4	5	6	7
A.—Public Institutions.						
Arts Colleges ... Males	2	140	2	169	...	+21
Arts Colleges ... Females	...	8	...	9	...	+12
Professional Colleges. Males	...	...	...	...	...	...
Professional Colleges. Females	...	...	...	...	...	...
Secondary Schools Males	330	26,562	337	28,649	+ 2	+ 8
Secondary Schools Females	39	6,077	37	6,600	— 5	+ 9
Primary Schools ... Males	3,927	97,437	4,282	104,375	+ 9	+ 7
Primary Schools ... Females	323	30,228	332	31,368	+ 3	+ 4
Training Schools ... Males	6	341	6	311	...	— 9
Training Schools ... Females	6	159	6	160	...	+ 1
Other Special Schools. Males	96	1,513	141	1,069	+47	—29
Other Special Schools. Females	12	283	13	355	+ 8	+25
Total Public Institutions ...	4,741	162,748	5,156	173,065	+ 9	+ 6
B.—Private Institutions.						
Advanced ... Males	...	...	...	...	...	...
Advanced ... Females	...	...	...	...	...	...
Elementary ... Males	13,470	150,125	13,681	154,335	+ 2	+ 3
Elementary ... Females	73	3,377	94	4,125	+29	+22
Total, Private Institutions ...	13,543	153,502	13,775	158,460	+ 2	+ 3
GRAND TOTAL ...	18,284	316,250	18,931	331,525	+ 4	+ 5

8. The total of all institutions and of pupils for the year under report, as compared with last year, shows an increase of 647 in the former, and of 15,275 in the latter; an increase of 4 and 5 per cent. respectively. As both Public and Private Institutions show an increase, it means that our system of education has been accepted by a larger number, and that more private schools have been discovered. This speaks well for the activity of our inspecting agency, and of the Itinerant Teachers. We are bringing more schools up to the standard of registration, and the Province is being better explored from an educational point of view.

Statement III.

9. I shall now take the figures for public and for private schools.

(*a*) *Public.*

Public institutions have risen from 4,741 to 5,156 and the number of pupils from 162,748 to 173,065, an increase of 9 and 6 per cent. respectively. Boys have increased by 8,580, and girls by 1,737.

(*b*) *Private.*

Private institutions have risen from 13,543 to 13,775, and the number of pupils from 153,502 to 158,460; of these there is an increase of 16 schools, and 185 pupils, which teach the Koran only, and there is an increase of 6 schools, and 333 pupils, which are for religious teaching only. The rest of the increase in schools and pupils is for schools of a very elementary character, that teach merely a vernacular. Boys have increased by 4,210, and girls by 748.

10. I shall now take the figures for each class of Public institution. General and statistical summary. Statement III.

Arts Colleges.—While the number of colleges remains the same, the attendance has increased by 30, and the number of girls attending by 1. We have no separate Arts Colleges for girls, and no Professional Colleges.

Before dealing with the figures under the heads *Secondary* and *Primary*, I think it well to point out in connection with reports on education in Burma, that the classification of schools under the heads, '*Schools for boys*' and '*Schools for girls*' is somewhat misleading. Boys and girls in Burma attend the same school without any restriction, and the respective attendance of boys and of girls fluctuates to such an extent, that what was a boys' school one year becomes a girls' school the next, and *vice versâ*, according to the preponderance of boys or girls.

Secondary Public.—These schools have increased by 5, and the attendance by 2,610. The number of schools for *boys*, and the attendance of *boys* in *boys'* and *girls'* schools have gone up by 7 and 2,087 respectively; and for *girls*, the number has decreased by 2, but the attendance of *girls* has increased by 523.

Secondary Private.—Nil.

Primary Public.—These schools have increased by 364 and the attendance by 8,078. The number of schools for *boys* has increased by 355, and the attendance of *boys*, in *boys'* and *girls'* schools by 6,938; and for *girls* the number has increased by 9, and the attendance of *girls* by 1,140.

Primary Private.—These schools have increased by 232, and the attendance by 4,958. The number of schools for *boys*, and the attendance of *boys* in *boys'* and *girls'* schools have gone up by 211 and 4,210 respectively; for *girls*, the number has increased by 21, and the attendance of *girls* by 748.

I was asked, in the Resolution on the second quinquennial report for a special report on Primary Education, which it was stated had declined as to the number of schools, and had remained practically the same as to the number of pupils. I submitted my report, and showed that Primary education had not suffered. It is well to call attention again to the fact, that in considering the figures for Primary Education, the Primary Departments of Secondary Schools, Middle, and High, should not be omitted.

The figures for purely Primary Schools will not be very large, because every year Primary Schools are advancing in stage, and becoming Secondary Schools, and the supply of new Primary Schools and pupils may be less than that of those which have advanced to the higher stage. I called attention to this in paragraph 13 of the second Quinquennial Report.

If Primary Schools alone are taken, it will be seen, that there is good advance this year; and if the Primary Schools, and the Primary Departments of Secondary Schools are taken together, it will be seen, that Primary Education is, and always has been, very satisfactory, both as to numbers and growth.

Special.—These include Training, Law, Engineering, Technical and Industrial, Commercial, Reformatory, Pali and Kindergarten Schools. This year, owing to the absence of returns, the Survey Schools have been omitted, with the result, that Engineering and Survey Schools show a loss of 21 schools and 571 pupils. We have no school of Art, of Medicine, or Agriculture.

There were, as last year, 12 *Training* schools,—6 for males, and 6 for females, with an attendance of 357 and 114 respectively, against 389 and 111 last year; 46 females attended the school for males.

Technical and *Industrial* Schools remain the same in number, but show an increase of 12 in attendance. *Commercial* schools are one less in number and 9 less in pupils. The *Reformatory* school has 9 less inmates. *Pali* schools have increased by 67, and the attendance by 77. Kindergarten schools have increased by 1 and the attendance by 121.

11. *High* schools for *boys* increased by 1 and the attendance by 455; those for *girls* remained the same, and had 3 pupils less. The former show an increase in both the boys and the girls attending them, while the latter show a decrease in the number of boys and an increase in the number of girls. Statement III.

Anglo-vernacular, secondary.

General and statistical summary.

Middle schools for *boys* are one less, but have 491 more pupils; those for *girls* have increased by 2, and have 218 more pupils.

Vernacular secondary.

High schools for boys show an increase of 4 with 464 more pupils, of whom 91 are *girls*.

Middle schools for *boys* increased by 3 and the attendance by 918; those for *girls* decreased by 4, but show an increased attendance of 67.

Some Vernacular schools, middle and primary, for *girls*, especially those under Missionary management, have, during the year, re-registered themselves as Anglo-Vernacular, and we have thus lost some of our best Vernacular *girls'* schools.

Anglo-vernacular primary.

Primary schools for *boys* show a decrease of 1, but an increased attendance of 53; those for *girls* have increased by 2 and the attendance by 75.

Vernacular primary.

Primary schools for boys have increased by 356 and the attendance by 8,007; those for girls have increased by 7, but the attendance has decreased by 57.

Proportion of Schools to towns and villages.

Statement I.

12. The total percentage was 33·61 against 40·62 last year. The percentages for males are 32·75 against 39·62, and for females ·86 against 1·00.

Towns and villages.

The total is smaller, because we have begun work in two parts of the country, hitherto untouched, namely, the Chin Hills, and the Southern Shan States. In the former we have only two schools, and in the latter only one, the new school for the sons of the *Sawbwas*. As we cannot extend our work further in the Southern Shan States, the percentage will always be low. It will rise but only slowly in the Chin Hills.

Divisions.

The Irrawaddy division has the lowest percentage 22·66, followed by Arakan, while Sagaing and Meiktila are over 64. Three divisions, Arakan, Irrawaddy and Minbu fall below 1 per cent. for female education, and the rest are above 1, none reaching 2. Pegu and Tenasserim stand highest with 1·55 and 1·56 respectively.

Proportion of pupils to schools.

Statement III.

13. As before, Colleges are found in the Pegu division only. In Secondary schools the average has risen from 88 to 94; Primary has fallen from 30 to 29; so have Special schools from 19 to 11.

The fall in Primary is found in the Irrawaddy, Tenasserim, Mandalay, Sagaing and Meiktila divisions.

Schools according to class of institution.

14. This has been gone into above.

Pupils according to stages of instruction.

Statements III and V.

15. *Males.*—There is an increase in every stage, 29 in *Collegiate*, 83 in *High*, 332 in *Middle*, 1,629 in *Upper Primary* and 6,981 in *Lower Primary*.

Females.—There is an increase in every department but High and Middle, which show a decrease of 11 and 4 respectively. *Collegiate*, *Upper Primary* and *Lower Primary* have increased by 1,308 and 1,370 respectively.

In both branches, while pupils have moved on to a higher stage of instruction, the lowest has more than maintained its numbers.

Schools according to management.

Statement III.

16. PUBLIC MANAGEMENT, *(a) Government*—The schools have decreased by 16: this is due to the exclusion, for reasons given above, of 21 Survey schools and the opening of 5 new ones.

(*b*) *Board.*—The schools are 1 less but the pupils have increased by 270.

PRIVATE MANAGEMENT, (*a*) *Aided.*—The schools and pupils have increased by 432 and 10,317 respectively.

(*b*) *Unaided schools.*—We have none.

(*c*) *Private.*—The schools and pupils have increased by 232 and 4,958 respectively. General and statistical summary.

Pupils according to Race and Creed.

17. In *Public* institutions, Europeans and Eurasians have increased by 94, Native Christians by 1,611, non-Brahmans by 452, Muhammadans by 1,290, Buddhists by 6,850 and 'Others' by 334, while Brahmans and Parsis have decreased by 298 and 16 respectively. Statement III.

In *Private* institutions, we find no Europeans or Eurasians, 106 Native Christians for the first time, no Parsis or 'Others,' a decrease of 72 Brahmans, and 124 non-Brahmans and an increase of 250 and 4,798 of Muhammadans and Buddhists respectively.

Languages learnt by pupils.

18. In *Public* institutions 19,220 learnt English, 75,222 a classical language, 165,786 a vernacular; an increase under each head of 8, 21 and 6 per cent. respectively. Statement III.

In *Private* institutions 549 learnt English, 92,762 a classical language, 153,839 a vernacular; an increase of 225, 12 and 3 per cent. respectively. The English taught in these institutions is very bad indeed, and lays a very bad foundation for pupils, who afterwards join *Public* institutions. It would be better if these institutions confined their attention to a classical language and the vernaculars. Out of a population of 9,252,875, 17,899, or out of 78 of school-going age, one was learning English last year; this year 1902-03, out of a population of 10,069,229, 19,769, or out of 76 of school-going age, one was learning English.

General Statistics of Expenditure.

19. The total expenditure during the year was Rs. 22,74,002 against Rs. 17,95,662 last year. *Provincial* Funds contributed Rs. 18,264, or an increase of 2 per cent.; *Local* Funds Rs. 26,847, or 13 per cent. more; *Municipal* Funds Rs. 88,178, or 54 per cent. more; *Fees* Rs. 2,21,880 or 56 per cent. more; and "*Other sources*" Rs. 1,23,171, or 61 per cent. more. Statement IV.

The drain on Provincial Funds has been the smallest. Municipalities, hard pressed as they are, took their share in the necessary increase, and so did Local Funds, Fees and 'Other sources.' The rise in Fees, shown as it has been regularly every year, is striking, and affords a very remarkable instance of the good effect of rules for the collecting of fees, and the strict enforcement of the same. I venture to say, that in this respect Burma's position is unique. We have a minimum fee rate, and a limit to free education other than that of orphans, with the result, that Public Funds are relieved, and Colleges and Schools are better able to support and equip themselves, and supply a competent staff of fairly well-paid teachers. '*Bogus*' institutions run by '*Honorary*' teachers do not exist here.

Direct expenditure.

Direct expenditure increased from Rs. 13,34,547 to Rs. 14,39,396, or by 8 per cent., and *Indirect* from Rs. 4,61,115 to Rs. 8,34,606 or 81 per cent.

The expenditure on *Arts Colleges*, owing to absence of highly-paid officers, fell from Rs. 83,427 to Rs. 71,241; that on *Secondary Education* rose from Rs. 7,62,755 to Rs. 8,43,597 or 11 per cent.; that on *Primary Schools* rose from Rs. 3,55,389, to Rs. 3,99,748 or 12 per cent.; that on *Training Schools* rose from Rs. 52,881 to Rs. 68,041 or 29 per cent.; and that on *Other Special Schools* fell from Rs. 80,095 to Rs. 56,769, due to the exclusion of the cost of *Survey Schools*.

Indirect expenditure.

The cost of *Direction, Inspection, Buildings, Furniture* and *Miscellaneous* rose by 15 per cent., 1, 36, 212, and 806 per cent. respectively. The last item includes expenditure on Hostels and Boarding houses. *Scholarships* show a decrease of 16 per cent.

General and statistical summary.

The details of expenditure on Collegiate, Secondary, Primary and Training schools will be given in Chapters IV, V, VI and VII respectively.

(*a*) *Arts Colleges* cost Rs. 45,213 from *Provincial Funds*, Rs. 13,882 from *Fees*, and Rs. 12,146 from *Other sources*.

(*b*) *Secondary schools* cost Rs. 1,54,454 or Rs. 24,906 less than last year from *Provincial Funds*, Rs. 40,546 from *Local*, Rs. 1,59,999 from *Municipal*, Rs. 3,62,307 or Rs. 18,603 more than last year, from Fees, the amount collected last year being Rs. 3,43,704, and Rs. 1,26,291 from *Other sources*.

(*c*) *Primary schools cost* Rs. 1,10,155 or Rs. 3,292 more from *Provincial* Funds, Rs. 1,99,948 from Local, Rs. 59,237 from *Municipal*, Rs. 22,475 against Rs. 22,953 last year from *Fees*, and Rs. 7,933 against Rs. 14,643, from *Other sources*.

(*d*) *Special schools* cost Rs. 1,02,136 against Rs. 1,03,579 from *Provincial Funds*, Rs. 2,674 from *Municipal*, Rs. 10,878 against Rs. 17,073 from *Fees*, and Rs. 9,122 against Rs. 11,009 from *Other sources*.

(*e*) *Direction* and *Inspection* cost Rs. 2,09,155 from *Provincial Funds*, *Nil* against Rs. 10,568 from *Local*, and Rs. 1,130 from Municipal.

(*f*) *Scholarships* cost Rs. 26,849 to *Provincial*, and Rs. 235 to *Other sources*.

(*g*) *Buildings* and *Furniture* cost Rs. 1,57,785 to *Provincial*, Rs. 19,528 against Rs. 13,738 to *Municipal*, and Rs. 99,183 against Rs. 47,051 to *Other sources*.

(*h*) *Miscellaneous* cost Rs. 36,805 to *Provincial*, Rs. 667 to *Local*, Rs. 7,564 against Rs. 2,770 to *Municipal*, Rs. 2,06,049 against *Nil* to *Fees*, and Rs. 69,656 against Rs. 9,223 to *Other sources*.

Statement II.

The average expenditure per head of population was annas 3-7. *Public Funds* expended annas 2-1 and *Private* annas 1-6. The expenditure from *Public Funds* remained the same, while that from *Private* increased by six pies. The expenditure if taken on the chief classes of institutions, decreased by 2 per cent. on *Arts Colleges*, by 5 per cent. on *Secondary schools*, by 2 per cent. on *Primary schools*, and by 2 per cent. on *Special schools*.

Proportionate expenditure from Public and Private Funds.

Statements II and IV.

20. This was 37·1 per cent. against 45·9 from *Provincial*, 10·6 per cent. against 11·9 from *Local*, 11 per cent. against 9·02 from *Municipal*, 27·1 per cent. against 21·9 from *Fees*, and 14·3 per cent. against 11·2 from *Other sources*.

In *Colleges*, *Public* expenditure fell from 70·5 per cent. to 63·5, while *Private* rose from 29·5 per cent. to 36·5.

In *Secondary schools*, *Public* expenditure rose from 41·2 per cent. to 42·1; and *Private* fell from 58·8 per cent. to 57·9.

In *Primary schools*, *Public* expenditure rose from 89·4 per cent. to 92·4, while *Private* fell from 10·6 per cent. to 7·6.

In *Special schools*, *Public* expenditure rose from 78·9 per cent. to 84, and *Private* fell from 21·1 per cent. to 16·0.

Under "*Indirect*," *Public* expenditure fell from 87·8 per cent. to 55·1, and *Private* rose from 12·2 per cent. to 44·9.

Analysis of expenditure from Public Funds.

Statement IV.

21. The expenditure on *Arts Colleges* decreased by 23 per cent., *i.e.*, by Rs. 1,3595; on *Secondary schools* it increased by 13 per cent., *i.e.*, by Rs. 40,667; on *Primary schools* by 16 per cent., *i.e.*, by Rs. 51,547; and on *Training schools* by 31 per cent., *i.e.*, by Rs. 15,171.

The proportion of *Direct* expenditure from *Public* funds was 5·2 on *Arts Colleges*, 40·6 on *Secondary schools*, 42·2 on *Primary schools* and 7·3 on *Training schools*.

Public schools under Public management received 22·4 per cent. against 26·5 last year, and *Aided* schools 77·6 per cent. against 73·5 last year.

Average cost of each pupil.

22. In *Arts Colleges*, *Provincial* and *Private* funds showed 249·8 and 143·8 respectively, against 386·9 and 162 last year. General and statistical summary.

Secondary schools show 4·4 *Provincial*, 5·8 *Local* and *Municipal* and 14·07 *Private*, against 5·5, 4·1, and 13·8 last year. Statements II and IV.

Primary schools show ·8 *Provincial*, 1·9, *Local* and *Municipal* and ·2 *Private* against ·8, 1·7 , and ·3 last year.

Training schools show 139·9 *Provincial*, *Nil Local* and *Municipal* and 9 *Private*, against 107·4, *Nil*, and 9·1 last year.

Special schools show 28, 2 and 11·6 against 31·0, 0·7 and 13·4 respectively last year.

Arts Colleges show 340·9 *Government*, and 937·5 *Aided*; the latter being very costly. Statement II.

Secondary schools show 63·4 *Government*, 43·3 *Municipal* and 21·1 *Aided.*

Primary schools show 88·1 *Government*, 37·2 *Municipal* and 2·9 *Aided.*

Training schools show 183·8 *Government and* 119·7 *Aided.*

Other special schools show 151·3 *Government* and 24·2 *Aided.*

For the Province, the average cost was 8·3 against 8·2 last year.

Direct and Indirect expenditure.

23. The proportion between *Provincial*, *Local* and *Municipal* funds was 48·9, 99·7, and 88·7 against 54·4, 94·7 and 89·1 last year. Statement II.

Local Funds expenditure.

24. *Local* funds contributed to Secondary and Primary Education Rs. 40,546 against Rs. 35,035 last year for the former, and Rs. 1,99,948 against Rs. 1,67,860 last year for the latter. The percentages being 16·8 against 16·3 for Secondary, and 82·9 against 78·3 for Primary. Under the head *Indirect* Rs. 667 or ·3 per cent was contributed against Rs. 11,419 or 5·3 per cent last year. Statements II and IV.

Municipal Funds expenditure.

25. *Municipal* funds contributed Rs. 1,59,999 or 64 per cent. against Rs. 99,937 or 61·7 to *Secondary*, Rs. 59,237 or 23·7 per cent. against Rs. 43,070 or 26·6 to *Primary* and Rs. 2,674 or 1·1 per cent. against Rs. 1,315 or ·8 to *Special* schools. '*Indirect*" shows Rs. 28,222 or 11·3 per cent. against Rs. 17,632 or 10·9 last year. Statements II and IV.

Expenditure from fees.

26. Fees contributed Rs. 13,882, or 19·5 per cent. against Rs. 9,981, or 12 per cent. to *Arts Colleges*, Rs. 3,62,307 or 42·9 per cent. against Rs. 3,43,704 or 45·06 to *Secondary* schools, Rs. 22,475 or 5·6 per cent. against Rs. 22,953 or 6·5 to *Primary* schools, and Rs. 10,878 or 8·7 per cent. against Rs. 17,073 or 2·9 to *Special* schools. A total of 27·1 per cent. against 21·9 per cent. last year. Statements II and IV.

Expenditure on scholarships.

27. All but Rs. 235 out of a total of Rs. 27,084 were contributed from Public funds. Statement IV.

Arts Colleges received Rs. 7,475 against Rs. 7,537, *Professional colleges* Rs. 12,152 against Rs. 2,640, *Secondary schools* Rs. 6,734 against Rs. 6,549, *Primary schools* Rs. 12 against Rs. 227, and *Special schools* Rs. 711 against Rs. 15,353.

As I pointed out last year, *Primary* scholarships have been abolished; the small amount paid was to the few whose tenure had not as yet expired.

The large decrease in *Special* scholarships is due to the absence of returns from the Survey schools.

The proportion of expenditure is 28 in *Arts colleges* against 23, 45 in *Professional colleges* against 8, 25 in *Secondary schools* against 20, ·04 in *Primary schools* against ·7, and 3 in *Special* schools against 48.

CHAPTER III.

CONTROLLING AGENCIES.

Controlling agencies.

28. The Department has not been reorganized; proposals for doing so have been submitted and await sanction.

Changes during the year.

29. Maung Tu, B.A., officiated as Inspector of Schools, Northern Circle, with Saw Chin Cheng, B.A., as his assistant, till April 16th, when he was relieved by Mr. S. M. Douglas, B.A. (*Camb.*), who was appointed by the Secretary of State. Mr. Wedderspoon left on furlough in May 1902, Maung We Lin, B.A. being appointed to act, with Saw Chin Cheng, B.A. as his assistant. The work of the Central and Western Circles was divided by Mr. Cocks taking the Anglo-Vernacular and Training Schools, and Maung We Lin, the Vernacular. Mr. Potter went on leave on March 31st, 1903, and was succeeded by Mr. Wilkins, Principal of the Government High and Normal School, Moulmein. Seven Additional Deputy Inspectors, *i.e.*, one Karen for Toungoo, additional men for Pegu, Ma-ubin and Pakôkku, which had become too heavy for one man, and one each for Mergui, Sandoway and the Upper Chindwin were appointed. Sanction was given to provide the Deputy Inspectors with a clerk and a peon.

Cost of Direction and Inspection.

Statement II and IV.

30. The Cost of "Direction" and "Inspection" from Public funds rose from Rs. 2,01,725 or 11·2 per cent. to Rs. 2,10,285 or 9·2 per cent. *Provincial* Funds contributed Rs. 2,09,155 against Rs. 1,90,033, *Local* Funds *nil* against Rs. 10,568 and *Municipal* Rs. 1,130 against Rs. 1,124. 'Direction' cost Rs. 51,526 against Rs. 44,756 and 'Inspection' Rs. 1,58,759 against Rs. 1,56,969. The total increase was 4 per cent.

Officers specially mentioned.

31. The Inspectors of Schools bring the names of the following officers forward for special mention:—

Maung Tun Zan U, Maung Tun Aung Gyaw, Maung Po Tin, Maung So Pe (I), Maung Zaw Pe, B.A., Maung Ngwe Zin, Yusuf Khandia, Maung Kyauk Lon, Maung Po We, Ain-ud-din, Maung E Choe, Maung Po Kyin, Maung Saw Pe, Maung Po Yin Si, B.A., Maung Ba, Maung Tun Hline, La Win Tain, Maung Waik, Maung U, Maung Hmat, Maung Maung, J. Samuel, Maung Tun Hla (II), Maung Shu Pe, and Maung So Pe (II).

Maung Lu and Maung Taw Pru have been reported for specially bad work during the year. Maung Po Gywe also has not been well reported on. Some Deputies are reported for too much time spent at headquarters.

The Inspectors and Assistant Inspectors of Schools have all worked well during the year, and not spared themselves. Mr. Cocks has had a double share of work and has done it well. Mr. Douglas has lost no time in getting hold of his work. Inspection has been very thorough.

Decorations and rewards.

32. The following have been selected for recognition by the Governments of India and of Burma:—

Certificate of Honour and Robe.—U Tezawunta and U Pyinnya, Managers, Monastic School, Ngathainggyaung, Bassein district; U Oktama, Manager, Monastic School, Pantanaw, Myaungmya district; U Thawaka, Manager, Monastic School, Mahlaing, Meiktila district; U Nesinda, Manager, Monastic School, Tabayin, Shwebo district; U Pyinnyathuya, Manager, Monastic School, Kanbauk, Shwebo district.

Certificate of Honour.—Maung Po Lu, Manager, Lay School, Sagaing district; Maung Lun, Manager, Lay School, Meiktila district; Maung Pyi Zon, Manager, Lay School, Shwebo town.

Certificate of Honour and Silver Watch.—Maung Po Tha, Itinerant Teacher, Kanni, Lower Chindwin district; Maung Pu, Itinerant Teacher, Myingun township, Magwe district.

Itinerant Teachers.

Controlling agencies.

33. The Itinerant Teacher system was introduced in 1893, and it has well justified its introduction. The old system of Certificated Assistant Teachers produced good results in certain villages, which were all due to the men themselves, the Managers to whose schools they were attached doing nothing but drawing the results-grants. We had no agency for *spreading* education: this has been supplied by the Itinerant Teachers. Their duties are laid down in Chapter V, paragraph 17 of the Code, and if they are properly supervised, and have their work properly mapped out by the Deputy Inspectors of Schools, they certainly spread Vernacular Primary education.

The old Certificated Assistant Teachers were not popular with the Monastic School-managers, whereas Itinerant Teachers are.

We have now 170 of them employed, and we need more. All the Inspectors' reports speak well of their work, and the increases under Primary "Vernacular Education" *in spite of Primary Schools having advanced to the secondary stage,* show that the Itinerant Teachers have done their duties well. All the Itinerant Teachers are trained men who have passed at least the Secondary grade Vernacular in a Normal school.

Pupil Teachers.

34. This system, which is described in paragraph 18, Chapter V of the Code, is very popular and supplies a popular mode of assistance to Vernacular School-managers. The pupils, when they have completed their course, join a Normal school for a year, and form the nucleus of our future trained Managers. We have 587 at work. Their studies need more supervision by the Managers and by the Itinerant Teachers.

CHAPTER IV.

COLLEGIATE EDUCATION.

Arts Colleges.

Collegiate education. Statement III.

35. The number of Colleges remains the same: one 1st grade,—the Rangoon College, and one 2nd grade,—the Baptist College.

Attendance.

The former had 160 students against 133 the year before, with an average attendance of 141 against 126; the latter had 18 students against 15, and an average attendance of 16 against 13 the year before. Of the 160 students in the former, 33 were in the B.A. and 127 in the F.A. classes.

Results of University Examinations.

Statement VI.

36. None in the Senior B.A. class of 17 read for Honours. In the Junior class of 16, one is reading for Honours in English, and three for Honours in Science. Seventeen, the same number as last year, went up for the B.A. Examination and 11 passed, as against 6 last year. Of a Senior F.A. class of 59, 58 went up for the Examination, and 16 passed, 7 in the 2nd and 9 in the 3rd division. The results last year were, out of 56 sent up, 3 in the 1st, 15 in the 2nd and 7 in the 3rd divisions.

It is not known as yet, what the failure is due to.

The Baptist College sent up five for the F.A. Examination and passed one in the 3rd division.

Law Colleges and Schools.

Statement III.

37. We have no Law Colleges; but attached to the Rangoon College are Law classes, held in the mornings, under two lecturers. There are 14 students in all: of these, 2 are in the B.L. class, 1 in the 1st grade, and 11 in the 2nd grade Pleaders' class. The two latter classes were opened in July 1902 and a second lecturer was appointed.

The B. L. class is small. The 2nd grade Pleaders' class is popular; how it will be affected when the F.A. is required as an initial qualification it is hard to say. The 1st grade Pleaders' class ceases to exist in 1906, as after that year there will be no more examinations for this grade.

Cost of the Law Classes.

Collegiate education. Statement IV.

38. These two classes cost Rs. 5,200 against Rs. 3,600 last year, owing to the appointment of a second Lecturer. *Provincial* Funds met Rs. 3,406 of this, an *Fees* Rs. 1,794, against Rs. 1,980 and Rs. 1,620 respectively last year.

Expenditure on Arts Colleges.

Statement IV.

39. The total expenditure was Rs. 71,241 against Rs. 83,427. *Provincial Revenues* contributed Rs. 45,213 against Rs. 58,808; *Local nil; Fees* Rs. 13,882 against Rs. 9,981; and *Other sources* Rs. 12,146 against Rs. 14,638. The Rangoon College received Rs. 42,813, and the Baptist College Rs. 2,400, against Rs. 56,408 and Rs. 2,400 last year. The fees in the former have increased 40 per cent.

Expenditure from Public Funds from Arts Colleges.

Statement IV.

40. The percentage of direct expenditure from *Public* funds was 11 against 13·1 last year.

Average cost of each student in Arts Colleges.

Statement II.

41. The average cost of each student was Rs. 394 against Rs. 549 last year; Rs. 341 as against Rs. 478 being for the Rangoon College, and Rs. 938 against Rs. 1,243 for the Baptist College. The expenditure from *Provincial* Funds on each student in the latter was Rs. 150 against Rs. 171 last year.

Fees in Arts Colleges.

Statement III and IV.

42. The average rate of Fees was 81·4 against 72·3 for the Rangoon College, and 28·4 against 24·1 for the Baptist College. The percentage on total expenditure was 23·9 and 3·0 respectively against 14·6 and 2·1 last year.

Scholarships in Arts Colleges.

Statement IV.

43. We have 20 Junior and five Senior Scholarships. The total expenditure was Rs. 7,475 or 28 per cent., against Rs. 7,537 or 23 per cent. last year. With the exception of Rs. 76, for Jardine and Renaung Prizes, *Provincial* Funds bore the whole cost.

Employment of Graduates.

44. It is not easy to get accurate information on this point. Some become Pleaders, and others Myoôks by examination; some join the Education Department; others again join Government offices. No graduate in Burma so far has found any difficulty in getting work.

Oriental Colleges and Schools.

45. We have no Oriental College. The number of schools for teaching Pâli for the Patamabyan examinations was 125 with 538 pupils.

Passes.—Twelve monks appeared for the examination by the Patamagyaw Standard against 10 in the year before. For the Patamagyi, 27 monks and 1 nun appeared, against 33 monks and 4 laymen; and 12 monks and 1 nun passed against 11 monks in the year before. For the Patamalat, 49 monks and 1 nun appeared against 57 monks, 2 laymen, and 2 nuns; and 23 monks passed against 22 monks and 1 nun in the year before. For the Patamange, 265 monks, 6 laymen and 3 nuns appeared, against 255, 5 and 6 respectively; and 31 monks, 4 laymen and 3 nuns passed, against 26 monks and 1 nun in the year before.

Cost of the above.

46. The cost of the above examination in Contingencies, fees to Examiners, and Rewards was Rs. 6,504.

Medical Colleges and Schools.

47. We have no Medical College in the Province. I call attention to what I said on the medical training provided for the Province in my last year's report. I hope it will be found possible to open a Medical school in Rangoon in connection with the proposed new Government Hospital. Collegiate Education.

Scholarships for Assistant Surgeons and Female Medical Practitioners.

48. Three male and three female medical students were studying at the Medical College, Calcutta. One of the former left the college before qualifying.

One student, formerly a scholarship holder, who failed, returned to Calcutta, at his own expense, and has this year passed the L.M.S. examination.

The Principal of the Medical College, reported that the only European and Eurasian scholarship holder, a failed 3rd-year student, could not go up for his first L.M.S. examination, on account of ill-health. One student holding the scholarship tenable by Burmans and Indo-Burmans, who failed in the 1st year has passed his college test, and has been promoted to the 2nd year class. Of the 3 female students, one passed 3rd year's examination and was promoted to the 4th year. One of the 3rd year and another of the 1st year certificate class, having failed at the test examination in anatomy, have been kept back for a year.

Hospital Assistant Scholarships.

49. On March 31st 1903, 3 Hospital Assistants were doing their pre-collegiate course in Burma, and the following were undergoing their course at the Medical College, Madras:—

Pre-collegiate	5
1st year	11
2nd year	12
3rd year	7

Nurses and Midwives.

50. These are students trained at the Dufferin Hospital, Rangoon, under Miss Cohen, M.D., F.R.C.S., for service in the Province.

Eighteen students, as compared with 24 last year, were under training. Eight completed their course of training in sick-nursing and midwifery, and passed the required examinations. Attendance and passes.

Of these, 3 were Eurasians, 3 Burmans and 2 Karens, as against 2 Eurasians, 2 Burmans and 8 Karens last year.

Cost of the above.

51. Rs. 12,152 were spent in medical scholarships. Rs. 1,682 in passages to and from Calcutta and Madras. Statement IV.

CHAPTER V.

SECONDARY EDUCATION, UPPER AND LOWER.

(Standards V—IX inclusive.)

General Statistics of Secondary Schools.

52. *English.*—The number of schools remains the same but the attendance has risen from 13,321 to 14,267. The increase has been shared by all the four circles of inspection, and by every division, though there is a small decrease in the Tavoy, Pegu, Minbu, Myaungmya, Sandoway, Kyaukpyu and Thôngwa districts. In the Katha, Myitkyina, Ruby Mines and Upper Chindwin districts there are no English schools Secondary or Primary. Secondary Education. Statement III.

Vernacular.—Schools rose from 254 to 261 and pupils from 16,013 to 17,395. The Irrawaddy, Tenasserim, Minbu and Meiktila divisions show small decreases.

Secondary Education. The Eastern Circle shows a decrease of 5 schools and 344 pupils, which is confined to the Amherst district and Maulmein Town, in which Secondary schools were reduced to Primary for inefficiency.

Stages of Instruction in Secondary schools for boys.

Statement V. 53. There is increase in every stage. High has risen from 753 to 839; Middle from 5,091 to 5,402; Upper Primary from 7,816 to 8,128; and Lower Primary from 15,674 to 17,293.

English Secondary Schools.

Statement III. 54. There were 5 *Government* schools with an attendance of 1,326, against 3 with an attendance of 1,148 last year. *Municipal* schools remained the same but the attendance increased by 273. *Aided* schools were two less but the attendance rose by 495. Of the 16 High Schools 4 are Government, 3 Municipal and 9, Aided; of Middle schools, 1 is Government, 11 Municipal and 48 Aided.

The percentage of attendance is Government 86, Municipal 85 and Aided 83.

There were 14,267 pupils in our English Secondary schools and all learnt English; so in the Primary English schools, of an attendance of 1,358, the whole learnt English. The number of boys of a school-going age, of whom one was learning English, was 49, against 48 last year.

Vernacular Secondary Schools.

55. All these schools but one were under aided management. The figures have been given above.

Results of the Entrance or IXth Standard Examination—English.

56. Fifteen schools for *boys* only have passed 119 boys: 222 were presented. Four private students and 23 teachers went up, of whom 3 and 6 respectively passed, making a total of 128 passes out of 249 boys presented. Of the schools that sent up candidates, 6 were under *Public* management and passed 58 boys; 9 were under *Aided* management and passed 61 boys. Under *Unaided* are classed the *teachers*. We have no unaided schools.

There were 13 1st, 52 2nd and 63 3rd class passes.

Results of the IXth Standard—Vernacular.

57. Two schools sent up 3 candidates and 3 passed. One was under *Public*, one under *Aided* management. Fifteen teachers and one private student went up, of whom 5 and 1 respectively passed, making a total of 9 passes out of 19.

Results of Preparatory Entrance or VIIIth Standard Examination—English.

58. For *boys* alone, 6 *Public* and 9 *Aided* schools presented 149 and 155 pupils, of whom 113 and 130 respectively passed. Two of the boys in the latter were reading in *girls'* schools.

Results of the VIIIth Standard—Vernacular.

59. One school under *Public* management sent up 23 and passed 16; 2 under *Aided* management sent up 5 and passed none: 65 teachers went up and 16 passed; 2 private students went up and both passed.

Results of the Middle School Examination.

60. The Middle Department includes Standards V, VI and VII.

Statement VI. *Anglo-Vernacular—boys' schools only.*—Eighteen schools under *Public* management presented 962 pupils and passed 573; 52 *Aided* schools presented 1,965 and passed 1,288, of whom 51 out of 95 were girls; 7 teachers went up and 4 passed; 27 private students, of whom 1 was a girl, went up and 5 passed, the girl failing Teachers and private Students appeared for standard VII only.

Vernacular.—There are no vernacular schools under *Public* management. *Aided* schools sent up 1,327, of whom 64 were girls, and 887, of whom 37 were girls passed: 274 teachers out of 693, and 52 private students out of 231 passed. Secondary Education.

The vernacular passes have increased by 207 while the Anglo-Vernacular have decreased by 8.

In Secondary schools for *girls*, 42 boys were presented from *Aided* schools and 33 passed the Anglo-Vernacular; and 53 boys were presented and 33 passed the Vernacular, Middle.

Expenditure on English Secondary Schools for boys.

61. The total expenditure rose from Rs. 5,68,740 to Rs. 6,07,947. Statement IV.

Provincial Revenues contributed Rs. 1,10,695 against Rs. 1,27,821 last year. Of this, Rs. 59,041 went to schools under *Public* management and Rs. 51,654 to *Aided* schools.

Local and *Municipal* Funds contributed Rs. 1,01,838 against Rs. 74,560. *Fees* contributed Rs. 2,98,311 against Rs. 2,85,403. *Other sources* contributed Rs. 97,103 against Rs. 80,956.

Provincial revenues paid Rs. 17,126 less, and fees contributed Rs. 12,908 more than last year. Secondary schools, all of which have at least 4 primary classes, and some 5, attached to them, are yearly contributing well towards their cost, and are steadily increasing their contribution.

Expenditure on Vernacular Secondary Schools for boys.

62. All these schools are *Aided*. The cost of these rose from Rs. 65,217 to Rs. 88,494, entirely owing to improvement and the earning of better grants. *Fees* go to the credit of the schools and not of Government. Statement IV.

The only sources for meeting this expenditure was Rs. 24,615 from *Provincial*, and Rs. 63,879 from *Local* and *Municipal* Funds.

Analysis of Expenditure on Secondary Schools.

63. The average cost of secondary schools for boys was *High English* Rs. 15,370, *Middle English* 5,043 and *Vernacular, High* and *Middle*, 339 (I refer to paragraph 65 of last year's report). The average cost of a pupil was Rs. 45, Rs. 38, and Rs. 6, respectively. Statements III and IV

The percentage of *direct* expenditure from *Public* Funds was 32·8 *Provincial*, 16·1 *Local* and 57·2 *Municipal*, compared to 41·10, 16·3 and 62·6 respectively, last year. A decrease all round, while from *Private* Funds for *English* alone, as we have no means of calculating for *Vernacular* schools, rose from 64 per cent. to 65 per cent.

Fees in Secondary Schools for boys.

64. The average fee expenditure was 23·6 for *High English*, and 17·6 for *Middle English*. Of this *Government* schools contributed 34·9 and 12·5, *Board* schools 26·2 and 22·3, and *Aided* schools 19·7 and 16·2 respectively. Statements III and IV.

Scholarships in Secondary Schools for boys.

65. The total expenditure was Rs. 6,734 against Rs. 6,549 last year. The whole amount is paid from *Provincial* funds for Middle English scholarships. Statement IV.

Expenditure on purely Secondary and purely Primary Schools for boys, separated.

66. (*a*) On Secondary schools, *without their Primary Departments*, the expenditure was Rs. 3,45,306 against Rs. 3,56,182 last year; while that on Primary Departments of Secondary schools, was Rs. 3,51,135 against Rs. 2,77,775. Statement IV.

Secondary Education.

Primary Education has not suffered from Secondary, nor has Secondary been encouraged at the expense of Primary.

(*b*) This year, for Secondary Education, *Provincial* Funds paid Rs. 77,334 against Rs. 98,459; *Local* Funds paid Rs. 9,351 against Rs. 4,051; *Municipal* Funds paid Rs. 67,595 against Rs. 56,517; *Fees* contributed Rs. 1,40,763 against Rs. 1,35,628; and *Other sources* Rs. 50,263 against Rs. 61,527.

(*c*) Towards the Primary *Departments* of Secondary schools, *Provincial* Funds contributed Rs. 57,976 against Rs. 45,801; *Local* Funds Rs. 29,440 against Rs. 28,972; *Municipal* Funds Rs. 59,331 against Rs. 33,798; *Fees* Rs. 1,57,548 against Rs. 1,49,775; and *Other sources* Rs. 46,840 against Rs. 19,429.

(*d*) The total cost of purely Primary schools was Rs. 3,58,012 against Rs. 3,21,935; *Provincial* Funds contributed Rs. 94,369 against Rs. 93,132; *Local* Funds Rs. 1,89,014 against Rs. 1,60,549; *Municipal* Funds Rs. 46,852 against Rs. 39,523; *Fees* Rs. 20,084 against Rs. 20,641; and *Other sources* Rs. 7,693 against Rs. 8,090.

The total expenditure on Primary Departments of Secondary schools and purely Primary schools, was Rs. 7,09,147 against Rs. 5,99,710.

General Remarks.

67. The schools, that failed to pass any candidates for the Entrance are the Government High School, Minbu, and the American Baptist Mission Sgau Karen School, Bassein. The Municipal High School, Bassein, did very badly: it passed 1 out of 11, and that one in the 3rd Division. Saint Mary's (S.P.G.) school is scarcely worth retaining on the register as a High school.

68. The officers specially mentioned for good work during the year, are Mr. O. White, Mr. Bird, Saw Chin Tin, B.A., Mr. Evans, B.A., Mr. G. B. Smart, B.A., Mr. Wales; Mr. Reynaud, Mr. Burgess, Mr. Godber, Mr. Bellety, B.A., Mr. Wollaston, Maung Ka Di, Maung Po Yin, Mr. Nepean, Mr. Shillong and Mr. Masters.

Officers for mention.

Mr. O'Hara has been absent during the year on sick leave. Prome High School has felt his absence.

Mr. Nepean after 14 years of remarkably good work, during which he raised the Tavoy Municipal School to a high pitch of excellence, as to attendance, fees and results, has resigned, owing to the harsh treatment he received. In spite of all protest, the Tavoy Municipal Committee summarily and arbitrarily, though the school was paying its way well, reduced his pay, and withdrew the free quarters he had had all along. The school has been for some time, and is, without a headmaster; and a very good school, bids fair to go to pieces.

Mr. Campagnac, Mr. Culloden and Mr. Phillips have been reported for bad work.

Akyab lost an old and experienced headmaster, by the death of Mr. E. Gray. His successor Mr. Worsley has not so far kept the school up to its old position. He will need to show much energy, and close supervision, to do so.

CHAPTER VI.

PRIMARY EDUCATION.

General Statistics of Primary Schools.

Primary Education. Statement III.

69. Schools for boys rose from 3,927 to 4,282, and pupils from 116,839 to 124,899, an increase of 9 and 7 per cent. respectively, and that in spite of the withdrawal of Primary schools, into the higher class of Secondary, as shown in Chapter V, on Secondary Education. This shows that Primary Education is extending, and that the Itinerant Teacher system is fulfilling the purposes, for which it was instituted. Every division in the Province shares in the increase: not one shows a decrease.

I call special attention to this, with reference to the adverse criticism on Primary Education last year. I was able then to show that Primary Education had not retrograded in any way, and I am glad to be able to show that the progress is maintained. Primary Education.

These figures are for purely Primary schools, and do not include the Primary pupils in Secondary, *i.e.*, High and Middle schools.

Under the head of *Anglo-Vernacular* there is a decrease of one school but an increase of 53 pupils; while under *Vernacular* there is an increase of 356 schools and 8,007 pupils. In the former, the Tenasserim, Mandalay, Sagaing and Minbu divisions show a slight fall, while in the latter, every division shows a rise.

Stages of Primary Instruction.

70. In the primary stages in all *boys'* schools, Secondary and Primary, there were 8,128 pupils against 7,816 in the Upper Primary, and 17,293 against 15,674 in the Lower Primary stage. In purely Primary Schools the numbers were 10,227 against 8,784 in the Upper Primary and 114,672 against 108,055 in the Lower Primary stage. Very significant rises in both departments, show, that Primary Education is vigorous and is spreading. The totals for boys are, Primary pupils in Secondary schools 25,421 against 23,490, and in purely Primary schools, 124,899 against 116,839, or in all 150,320 Primary pupils in 1902-03, against 140,329 in 1901-02. Statement V.

The percentage of male population of school-going age is 16·3 against 16·7, because the population of the Chin Hills and Southern Shan States have been added this year.

Primary Schools according to management.

71. There were 3 under Government with 106 pupils, 2 under Municipal with 128 pupils, and 4,277 under Aided management with 124,665 pupils, a rise in the number of schools 2, 0 and 353 respectively. Statement III.

Primary Examinations for Boys.

72. UPPER PRIMARY: (*a*) *Anglo-Vernacular.*—Twenty schools under Public and 72 under Aided management sent up pupils for examination. From the boys' schools; outof 923 presented, 680 passed, 678 boys and 2 girls, from Public schools. From Aided schools out of 2,714 presented, 1,981 passed, 1,840 boys and 141 girls. Of Primary schools for *girls*, there were none under Public management; but out of 135 boys, 109 passed from Aided schools. Statement VI.

(*b*) *Vernacular.*—There were no schools under Public management. From 1,697 Aided schools 12,190 pupils were presented and 7,881 passed: 6,729 boys and 1,152 girls. From schools for girls, 314 boys passed out of 469 presented.

LOWER PRIMARY: (*a*) *Anglo-Vernacular.*—Twenty-one schools under Public and 72 under Aided management sent up pupils for examination. From the boys' schools, Public, 739 passed out of 829: 732 boys and 7 girls. From Aided schools 2,530 passed out of 2,839: 2,307 boys and 223 girls. In Primary Aided schools for girls 298 boys passed out of 337 presented.

(*b*) *Vernacular.*—There were no *vernacular* schools under Public Management, but 3,991 Aided schools sent up pupils for examination: 72,907 pupils were presented and 52,280 passed; 39,965 boys and 12,315 girls. From *schools for girls*, 2,061 passed out of 2,757 presented.

There is a considerable rise in passes all round, in both Upper and Lower Primary stages, and that in spite of more thorough and searching examinations each year.

General Remarks on Primary Education.

73. *Eastern Circle.*—There is an increase of nearly 5 per cent. in *boys'* schools, Vernacular and Anglo-Vernacular, as far as attendance is concerned. Anglo-Vernacular education shows a slight decrease, owing to the rise in grade of one Anglo-Vernacular school; but there is a considerable rise in Vernacular schools. The Tavoy and Toungoo districts show a slight decrease in the number of schools and attendance. There is only one purely Anglo-Vernacular Primary school; and that is to be raised next year to the Secondary stage. There is a slight decrease in the number of pupils presented for examination in Standards III and IV in Anglo-

Primary Education.

Vernacular schools. The passes, however, are better; Public schools passing 80 and Aided schools 68 per cent. In Vernacular schools, the number presented has increased by 6, and the number of passes by 31 per cent.

In Standards Infant to II, Anglo-Vernacular, the number presented and passed has decreased, while in the Vernacular the numbers have increased by 9·8 and 5 per cent. respectively.

Western Circle.—To the abolition of the Yandoon Municipal School, and the decline of the Ma-ubin Schools, are due the smaller number presented by the Anglo-Vernacular Primary Standards. The passes by Standards I, II and III are higher, but those in Standards IV somewhat lower. In Vernacular schools, passes by Standards III and IV are higher; but those in Standards I and II are lower.

The Kyaukpyu district has suffered under the late Deputy Inspector of Schools, Maung Me Gri. Now that we have separated Sandoway and Kyaukpyu, I hope that better results will be shown in both. In Kyaukpyu, the villages are small, and communication is difficult. We are constantly told that Primary education, Vernacular and Anglo-Vernacular, is bad because the people are poor; but 3½ lakhs spent on opium perhaps more nearly accounts for the failure.

Central Circle.—Schools, as well as pupils, have increased in every district but Minbu and Pakôkku; the total shows an increase. Now that Pakôkku, which was too large for one Deputy Inspector of Schools, is to be divided, I hope that next year will show an increase. The increase has been from 1,352 to 1,445 in schools, and from 42,399 to 45,303 in pupils.

Passes have increased in the Upper Primary Department of Anglo-Vernacular schools. In Vernacular schools, while passes by Standard III have increased from 1,466 to 1,825, those by Standard IV have fallen from 670 to 642, owing to fewer pupils having been presented. The fall is very slight; in the Lower Primary Department, in Anglo-Vernacular schools, passes by Standard I have increased, while those by Standard II have decreased. In Vernacular schools, there has been an increase all through.

Northern Circle.—Both the schools and pupils have increased. Bhamo, Shwebo and Yamèthin show decided advance. The Lower Chindwin shows a slight decrease. Schools have risen from 819 to 961, and pupils from 21,303 to 22,811. Compared with 1900-01, two years ago, the rise is from 686 to 961, and from 19,675 to 22,811. In Anglo-Vernacular schools, the Upper Primary passes have increased by 44 in Standard III, and by 30 in Standard IV.

In Vernacular schools, the passes increased by 131 and 85 higher than last year.

The Lower Primary passes in Anglo-Vernacular schools have fallen slightly; in Vernacular schools, on the other hand, there is a good increase, especially in Standards Infant and I. The Mandalay and Lower Chindwin districts show a falling off.

The Vernacular schools increased by 142, and 1,422 in pupils; the Anglo-Vernacular remain the same in number, though the attendance increased by 80, in spite of the fact that two schools, one in Sagaing, and one in the Upper Chindwin were abolished.

The Primary Course, Vernacular and Anglo-Vernacular.

74. On this subject, I have nothing to add to what I said in paragraph 73 of the second Quinquennial Report.

Temporary Salary-grant system.

75. So far, even with the somewhat meagre and limited terms offered hitherto, this system for the encouragement to opening Vernacular Primary schools in the Province has been a success.

We have 86 temporary-salary managers at work, and applications for 58 more have been received.

The villages in which they have been opened, have come forward well, to support the managers with buildings, pupils and fees.

The rules in connection with this system have recently been revised, and made more attractive; and when put in force, will, I think, lead to a considerable

advance in Primary Vernacular Education in backward parts, where there has been no education of any kind. Primary Education.

By this means, I hope to have a considerable advance among the Karens of the Toungoo Hills, the Kachins and Chins; as well as among the Burmans in the remote parts of some of the districts of Upper and Lower Burma.

Expenditure on Primary Schools for boys.

76. The total expenditure was Rs. 3,58,012 against Rs. 3,21,935 last year. *Provincial* Revenues contributed Rs. 94,369, *i.e.*, Rs. 7,225, for schools under *Public* management, and Rs. 87,144 for *aided* schools, against Rs. 3,608 and Rs. 89,524 last year. *Local* Funds gave Rs. 1,89,014 against Rs. 1,60,549; Municipal Rs. 46,852 against Rs. 39,523; *Fees* Rs. 20,084 against Rs. 20,641,—a falling off; and *Other Sources* Rs. 7,693 against Rs. 8,090. Statements III and IV.

Of the above total expenditure, *Anglo-Vernacular* schools cost Rs. 46,537 and *Vernacular* Rs 3,11,475.

Public Funds show an increase of 13 per cent., and *Private* a decrease of 3 per cent.

The average cost of a primary school for *boys* is 84, *i.e.*, 77 *Public* and 7 *Private* funds, compared with 75 Public and 7 Private last year.

The average cost of each pupil is 2·9, *i.e.*, 2·7 Public, and ·2 Private, against 2·5 Public and ·2 Private last year.

The percentage of *direct* expenditure from *Public* Funds was 22·9 *Provincial*, 78·6 *Local* and 21·1 *Municipal*, against 20·8, 79·1 and 27·5 last year.

Fees in Primary Schools for boys.

77. The average fee expenditure per pupil was 12·84 for schools under *Public Management*, and ·14 for *Aided* schools, against 14·30 and ·16 last year. On the question of fees, I refer to paragraph 76 of last year's report. Statements III and IV.

Scholarships in Primary Schools.

78. We have none. Rs. 12 was spent in paying a boy, whose Primary Scholarship had not expired. Statement IV.

Night Schools.

79. We have none.

School accommodation and Hygiene.

80. I have nothing to add to what I said in paragraph 79 of the Quinquennial Report, beyond that by giving building grants, and building advances to managers, we are improving both the accommodation and hygienic arrangements.

In the Government Primary Model Schools, the greatest care will be taken to ensure good accommodation and healthy surroundings.

Primary Schools as Post-offices.

81. This system is not popular. An Aided schoolmaster is fairly well off and does not want to supplement his income, or add to his duties. Those who are not, are not the men for the work. Besides, the language difficulty, owing to the large influx of natives of India, stands in the way of Burmans making efficient Postmasters.

CHAPTER VII.

TRAINING SCHOOLS.

Inspection of Training Schools.

82. During the absence on furlough of Mr. Wedderspoon, Mr. Cocks, Inspector of Schools, Western Circle, has taken charge of the Training Schools, in addition to his other duties. Training Schools.

Training Schools.

It is time we had a separate Inspector for Training schools.

Proposals have been submitted for opening a Central Training School in Rangoon, which is much wanted, and one at Akyab for the Arakan division.

Training Schools for Masters.

Statement III.

83. The number of schools remains the same, namely, 3 Government and 3 Aided; but the attendance has fallen from 389 to 357, due to the Government school at Moulmein, in which the attendance fell from 100 to 68. The two Aided schools in Rangoon decreased by 10, and that at Thônzè by 11.

The Government schools at Toungoo and Mandalay increased by 16 and 5 respectively.

The Vernacular Department of the Government school, at Moulmein, retains its number, but the Anglo-Vernacular Department has fallen.

Hitherto the prospects in the Education Department have not been such as to induce men to join Training schools, and the Untrained Teacher's certificate system cuts away the ground from Training schools. The improved pay and prospects of teachers may produce a rise in Training schools, and I trust the Untrained system will be done away with. Its abolition is strongly urged by those who have to do with Training schools.

Training Schools for Mistresses.

Statement III.

84. The number of schools remains the same; but the number of pupils has increased by 3: all the schools are *Aided*.

Expenditure in Training Schools for Masters.

Statement IV.

85. The total expenditure was Rs. 55,540 against Rs. 43,205 last year.

The cost has been met as follows:—

Provincial Revenues, Rs. 51,570, *i.e.*, Rs. 38,239 for schools under *Public* Management, and Rs. 13,331 for *Aided* schools; and *Other Sources* Rs. 3,970. There is an increase from *Provincial* Revenues of Rs. 12,485, and a decrease from *Other Sources* of Rs. 150.

Expenditure in Training Schools for Mistresses.

Statement IV.

86. The total expenditure was Rs. 12,501 against Rs. 9,676 last year.

The cost has been met as follows:—

Provincial Revenues, Rs. 12,362, entirely for *Aided* schools; and *Other Sources* Rs. 139.

Comparative statistics of Expenditure on Training Schools for Masters and Mistresses.

Statement IV.

87. The expenditure from *Public* Funds has increased in both cases; while for *Mistresses*, Private Funds which were *Nil* last year, are Rs. 139 this.

The total increase is 31 per cent. from *Public*, and the decrease ·3 from Private Funds.

Analysis of Direct and Indirect Expenditure.

88. (*a*) Salaries for Masters were Rs. 20,267 in schools under *Public* Management, and Rs. 3,075 for *Aided* schools. There were no *Public* schools for *Mistresses*; all were *Aided*, and the *salaries* amounted to Rs. 4,265.

(*b*) *Capitation grants* amounted to Rs. 1,290 for *Masters*, and Rs. 680 for *Mistresses*,—all in *Aided* schools.

(*c*) *Stipends* amounted to Rs. 14,337 to *Public*, and Rs. 8,967 to *Aided* schools, for *Masters*; and to Rs. 7,014 to *Aided* schools for *Mistresses*.

(*d*) *Building grants* were Rs. 7,582 against Rs. 8,500 last year.

(*e*) *Equipment grants* were Rs. 3,750 against Rs. 500. The increase is due to better equipment, and to the necessary outlay for Slöjd, which was introduced in *Aided* schools for *Masters*.

Passes.

89. The passes in the final examination for *Trained* teachers were— Training Schools. Statement VI.

I. TRAINED CERTIFICATES—*Anglo-Vernacular, Secondary.*—9 against 18 last year.

(*a*) Masters.

Anglo-Vernacular Primary.—19 against 23; of these 4 and 6 respectively were those of Secondary grade candidates, who failed by that grade, but were entitled to a Primary one.

Vernacular, Secondary.—42 against 38 last year.

Vernacular, Primary.—37 against 7, of which 11 and 3 respectively were those of Secondary grade candidates, who qualified by the Primary only.

(*b*) Mistresses.

Anglo-Vernacular, Secondary.—1 against 4 last year.

Anglo-Vernacular, Primary.—2 against 1, 2 and 1 of which respectively were those of Secondary grade candidates, who qualified by the Primary.

Vernacular, Secondary.—23 against 12 last year.

Vernacular, Primary.—6 against 5, 5 and 3 of which respectively were those of Secondary grade candidates, who qualified by the Primary.

The Anglo-Vernacular results are poor. The Government school, Moulmein, presented no Secondary grade candidates, and those from the Baptist College failed.

II. UNTRAINED CERTIFICATES.—The passes for the *Higher* grade remain the same—4; for the *Anglo-Vernacular Secondary* the number rose from 12 to 26; for the Anglo-Vernacular Primary they fell from 35 to 16.

Vernacular-Secondary grade (Burmese) rose from 49 to 83.

Vernacular-Primary grade (Burmese) rose from 59 to 89.

There were no *Vernacular Secondary or Primary grade* (*Tamil*), though there were 2 of the latter last year.

No *Urdu* candidates appeared either last year or this.

Percentage of passes.

357 candidates out of 823, or 43·4 per cent. passed this year. Last year 269 out of 665, or 40·5 per cent. passed.

There has been an increase of over 100 per cent. in the number of school managers, who qualified by the Vernacular Primary grade.

Pupil-teachers passed the Secondary grade in far greater numbers, and the number of managers, assistant teachers, and students who passed this test, is double that of last year.

The better pay and prospects of teachers in Anglo-Vernacular schools, and the grant of half-salaries account for the large increase in the Anglo-Vernacular secondary grade passes.

Pupil-teachers.

90. The first year passes were not so good; but the second and final years show better results. This branch needs closer supervision by Assistants and Deputy Inspectors, and better training by the Managers and the Itinerant Teachers.

Certificated Managers and Assistants.

91. The number of these has risen considerably in every circle among Burmans, Karens and Kachins.

Tamils show no increase.

Registration of Teachers.

92. A very careful scrutiny of all certificates is being made, with a view to preparing a general register.

Officers for mention.

Training schools.

93. Mr. Simon of Moulmein, Mr. Pinto of Mandalay, and Maung Ba Khin of Toungoo deserve special mention.

CHAPTER VIII.

TECHNICAL EDUCATION.

General Statistics of Technical Education.

Technical Education. Statement. III.

94. Up to the present, Technical Education in Burma has been taken up in only a limited sense; we have done what we could in the circumstances.

We have no Engineering College, though when the Trifurcation scheme is sanctioned, I hope we shall have one, fully equipped on the Civil, Mechanical and Electrical Engineering sides, as Sibpore is.

We have a School of Engineering at Insein, managed by Government.

The Technical schools managed by Government are four in number with 171 pupils; two 'Engineering,' and 'Apprentice,' with 65 pupils, one Reformatory with 85 pupils, and one 'Other' school with 21 pupils.

We have no Technical schools managed by Local or Municipal Boards, though we had one 'other' school last year with 13 pupils.

Under Private management we had four Technical and Industrial schools with 95 pupils, one Commercial class (Young Men's Christian Association), with 20 pupils, and 19 'other' schools with 586 pupils.

We have no School of Art.

Last year we had 21 Survey schools with 552 pupils. Below, I give the report on these schools by the Director of Land Records and Agriculture.

There are 20 *Kindergarten* schools and classes with 607 pupils, against 19 schools and 486 pupils last year. The *Industrial* schools are the St. John's Convent, Prome Road, Rangoon; St. Mary's S. P. G., Rangoon; American Baptist Mission, Bghai-Karen, Toungoo; and St. Joseph's Chinese School, Mandalay; with a total attendance of 95 pupils against 83 last year. Each school, but the last, shows an increase.

Slöjd.

This training, which was begun in the Government Normal School in Moulmein, in 1898, will from April 1st form a part of the training of all our Normal schools for boys, sanction having been given to its introduction, and funds having been provided for the purpose. In the Moulmein school 28 Normal, and 147 High school students were taught Paper-folding, Coloring, Card-board modelling and Clay modelling; 12 Normal and 24 High school pupils did first year Wood-work; and 5 Normal and 24 High school pupils did second and third year Wood-work.

We look to this and hereafter to the Government Normal School, Mandalay, for the training of teachers in this subject.

I am glad to bring to the notice of the Government the good work done by Mr. Bird, Mr. Dender and Maung Ba Si.

Drawing.

(*a*) In *Anglo-Vernacular schools* only 18 schools against 21 last year took up this subject: of these 3 are Government, 7 Municipal and 8 aided. The examinations this year were much stricter than hitherto, partial passes, in Free hand, Geometrical and Model respectively having been discontinued. The result is that 985 were presented against 1,756, and 412 passed against 1,756. The change is a wholesome one, and I do not regret the temporary fall.

(*b*) In *Vernacular schools*, 12 schools against 9 sent up 203 pupils against 218, and passed 144 against 181. In these also we have been stricter this year. The Western Circle has no Drawing.

(*c*) *Teachers' Drawing Certificates.*—Teachers from all the circles came up for this Examination and there has been a considerable rise in passes. Three hundred and sixty-four, with 100 'excellent' passed the Primary, and 178, with 54 'excellent' passed the secondary grade test.

Vocal music.

The passes in the Infant, Standards I and II, Standards III and IV, and Standards V, VI and VII, are 32, 360, 344 and 161, against 44, 421, 352 and 261 respectively—a decline owing, as in Drawing, to a stricter examination. Seventeen schools, all Aided, teach this subject, against 11 last year.

Kindergarten.

Twenty-one schools,—1 Government, 1 Municipal and 19 aided, against 1 Government, 1 Municipal and 16 aided, teach this subject. There were 607 pupils against 452, and 505 passes against 428 last year.

'Kindergarten,' 'Thinbôngyi' and 'Object lessons' are taught in the Infant, First and Second Standards, of Vernacular schools, and are slowly making their way. We had 4,708 boys and 3,399 girls in this Department against 2,625 boys and 1,991 girls last year, and the schools have increased from 543 to 694,—a very distinct advance during the year. We have 607 Burmese, 61 Karen, 19 Tamil, 6 Muhammadan and one Kachin Infant Standards. The Karens still continue indifferent to this very useful branch of education.

Weaving and lace-making.

These are found, the former in Vernacular schools in the Northern Circle only, and the latter in one school, Anglo-Vernacular, in Lower Burma. The results show no progress in 'Lace-making,' and doubtful progress in the former. The Deputy Inspectors have been over-lenient in dealing with 'Weaving.'

Industrial.

'Cooking' and 'Cutting out' are taught in the St. John's Convent School, Prome Road, and Printing, Book-binding, Carpentry, Blacksmith's work and Weaving in the American Baptist Mission Bghai-Karen School, Toungoo. I doubt whether, for the very meagre results achieved, it is worthwhile retaining the latter school on the register. In Standard IV, 4 passed in Printing, 2 in Book-binding, 5 in Carpentry and 2 in Blacksmith's work; in Standard V there were no passes; in Standard VI, 3 in Book-binding and 3 in Carpentry; and in Standard VII, 1 in Carpentry. In the Convent the passes for Standards IV and V in 'Cookery,' 'Cutting out' and 'Lace-making' were 11 for each subject in each standard.

The *Reformatory* School at Insein was examined by an expert from the Railway workshops: 49 pupils were presented and all passed; 27 in Tin work, 16 in Carpentry and 6 in Cane work.

European apprentices.

We had 25 apprentices at work against 27 last year. They were employed at nine recognized workshops.

At Insein 10 of the apprentices attended the classes for Mensuration and Geometrical Drawing, and were examined. All passed the latter subject, two boys obtaining full marks. In Mensuration 5 failed utterly, 4 barely passed, and 1 got 66 per cent. The pupils come to this work, with practically no knowledge of Euclid or Algebra, and it is not surprising that they do fail.

Survey schools.

I give below the short report sent by the Director of Land Records and Agriculture:—

"There were 21 schools up to April and 18 thereafter to the close of the year. The school session commences on the 1st May and lasts for 12 months.

"Four schools were closed at the end of April, *viz.*, Tharrawaddy, Myaungmya, Mergui and Kyauksè, and one, that at Pakôkku, opened on 1st May. In paragraph 17 of the Land Records Administration Report for 1901-02, page 10, the following is said on this subject, *viz.*: 'At the end of April 1902 the 'school at Kyauksè was closed, the teacher transferred to and a school opened at 'Pakôkku. Pupils from Kyauksè will in future attend the Meiktila school, and 'pupils from Myingyan and Pakôkku, which is now coming under survey, will 'attend the school at Pakôkku. At the same time, the schools at Myaungmya and 'Tharrawaddy, and the peripatetic school in Tavoy and Mergui were abolished, and 'pupils from those districts will attend the schools in the neighbouring districts, 'in the division, *viz.*, Bassein, Thôngwa, Prome and Moulmein. In order to 'encourage a certain number of students from districts in which there is no school, 'to attend schools in other districts, scholarships of the 1st grade will be more 'liberally allotted to them by Commissioners.'

"At the Syndicate Examination of April, 319 pupils passed in surveying. See column 14 of Statement No. III, page 21, of the Appendices to the Land Records

Technical Education.

Administration Report for 1901-02. The 'Clancey' medal was won by a student of the Prome school.

"All the schools were inspected by the Director or Assistant Director of Land Records and Agriculture, except Insein, Ma-ubin, Bassein and Katha. In eight instances only could the students be examined in field work, owing to rain or to the pupils not having had sufficient practice at the period of the visit. The results of the inspections are recorded as fair in seven cases and good in the rest. At Toungoo and Yamèthin the boys were found to be weak in Arithmetic, and at the former centre the out-door work was of poor quality. Generally, though, the schools did well at the examinations held at these inspections in both field and book-work.

"There were 502 pupils on the roll on the 31st March as compared with 558 on the same date the year before. There was a marked falling off in Ma-ubin and Mandalay. The Superintendents of Land Records at Myaungmya and Meiktila did not take sufficient interest in their schools. In most other cases the Superintendents paid frequent visits to the schools and helped the students as needed. Pakôkku, where a school has been established in the year, is the only place in which schools exist where a Superintendent of Land Records is not stationed and the work of supervision thus here devolves upon the Deputy Commissioner alone. The condition of the schools is, on the whole, satisfactory and nearly all are well attended. The Akyab, Insein and Minbu schools had far too many boys in them for one teacher to do justice to, and now more than 35 pupils at the outside are not permitted in a school."

Government School of Engineering, Insein.

This school is still under the management of Mr. Mitchell, B.A., whose good work deserves special mention. He is assisted by Maung Kyaw Tun and Maung Mya. The former has been seven years in the School, and draws less salary than that reached by some of his pupils in three years after passing out of the school. He is a good, reliable teacher, and deserves better pay and prospects.

There were 30 pupils to begin with, and the year ended with 27,—17 in the Upper and 10 in the Lower Subordinate Class.

The results of the examinations, first and second years, were good, in all the practical subjects, but not as good as they ought to have been in pure Mathematics.

The buildings have been added to, and much has been done to add to the equipment during the year. The pupils, in addition to their field work, are taken to study works under construction by the Public Works Department, the Hlawga water scheme, for example.

The fees rose from Rs. 1,072 to Rs. 1,180. The gross expenditure was Rs. 10,480, Rs. 9,069 coming from Provincial Funds.

The health of the boys was on the whole good. There were a few cases of malaria. The school should have a medical officer. The conduct was uniformly good. Games were eagerly played, and the addition of a playground has been a great boon to the pupils.

Expenditure on Technical Institutions.

Statement IV.

95. The total expenditure was Rs. 45,604 against Rs. 72,520 last year. The expenditure for Survey Schools is not included.

(*a*) The *Government School of Engineering* and the *Apprentice* School, Insein, received Rs. 12,251 from *Public* and Rs. 1,411 from *Private* funds.

(*b*) *Industrial Education* received Rs. 510 from *Public* Funds;

(*c*) *Commercial Education* received Rs. 148 from Private Funds; and

(*d*) '*Other schools*' received Rs. 18,746 from *Public* and Rs. 12,538 from *Private* Funds. This includes Rs. 8,565 for the *Reformatory School*, Insein, and Rs. 22,719 for *Kindergarten* Schools.

Scholarships in special schools.

96. The stipends given in the survey schools are not included.

Provincial Funds paid Rs. 552 as scholarships in the *Government School of Engineering*, Insein, and Rs. 122 were "Maung Ohn Ghine" scholarships. Technhcal. Education. Statement IV.

CHAPTER IX.

FEMALE EDUCATION.

Number of girls under Instruction.

97. The number of girls attending Public Institutions has risen from 36,755 to 38,492, an increase of 5 per cent. The increase is in every department, though small in some. Female Education Statements I and III.

Arts colleges show an increase of 1, Secondary schools of 523, Primary schools of 1,140, Training schools of 1 and other special schools of 72. The increase is maintained in every division.

In Public Institutions "*for girls*" out of a total of 14,987, 5,532 were boys and 9,455 girls. In Public Institutions "*for boys*" there were 29,037 girls, or a percentage of 75.

In Private Institutions, there were 4,125 girls, making in all an attendance of 42,617 girls under instruction, 2,485 more than last year. The percentage of school-going age is 6·28, against 5·91 last year.

Race and creed of girls under instruction.

98. In *Secondary English* schools for girls, there were 1,429 Europeans and Eurasians, 152 Native Christians, 2 Brahmans, 5 non-Brahmans, 18 Muhammadans, 626 Buddhists, 9 Parsis and 32 'others'; an increase under every race, except Parsis. Naturally, some races, aliens to Burma, show small figures. Statement III.

In *Secondary Vernacular* schools for girls, there were no Europeans and Eurasians, Brahmans or Parsis, and 'others' had only 1 pupil. There were 382 Native Christians, 9 non-Brahmans, 55 Muhammadans and 867 Buddhists. There was a decrease of Native Christians.

In *Primary* schools for girls, there were 60 Europeans and Eurasians, 656 Native Christians, no Brahmans, 102 non-Brahmans, 275 Muhammadans, 9,733 Buddhists, no Parsis and 18 'others'. There is a decrease under the head of non-Brahmans.

Stages of instruction of girls in non-European schools.

99. There were 12 in the *High*, 334 in the *Middle*, 2,868 in the *Upper Primary* and 33,462 in the *Lower Primary*, making a total of 36,676, against 35,089 last year. There is an increase in each stage except the Middle, where there is a decrease of 14.

Girls in Colleges and special schools.

100. There were 9 girls against 8 last year, in Arts colleges; 160 against 159 in Training schools; 49 against 37 in Technical and Industrial schools; and 306 against 246 in 'Other' schools. Statement I.

Secondary schools for girls—English and Vernacular.

101. As last year, all the girls are found in Aided schools. There were 20 *English* Schools against 18, with 2,273 pupils against 2,058. *Vernacular* schools decreased by 4, but the attendance increased by 67. Statements III and V.

I wish to call attention to the fact, that a desire has sprung up among the people to have Anglo-Vernacular education rather than Vernacular, for their girls, with the result that some of the best Vernacular schools for girls, under Missionary Management, have become Anglo-Vernacular ones. We have lost three such schools, one under the Baptist Mission, one under the Wesleyan Mission, and one under the Methodist Episcopal Mission, and we shall lose more next year.

The numbers in High schools fell from 83 to 69; in Middle schools they rose from 547 to 564; in Upper Primary schools from 829 to 955; and in Lower Primary schools from 1,846 to 1,999.

Primary schools for girls.

102. These are all aided. The number rose from 323 to 332, and the pupils from 10,826 to 10,844. In Primary schools for girls, and for girls in Pri- Statement III.

Female Education.

mary schools, the figures are, 332 schools for girls with 10,844 pupils, with 4,073 boys attending as well. In Primary schools for boys, there were 24,597 girls, making a total of 31,368 girls in Primary schools; the figures for last year being 323, 10,826, 3,932 boys, 23,334 and 30,228 respectively.

Average strength of schools for girls.

Statement III.

103. The figures are 114 English Secondary, 77 Vernacular Secondary, and 33 Primary, against 114, 59 and 34 last year.

Passes for girls.

Statement VI.

104. None passed the B.A.; 3 passed the F.A. For the Entrance examination, 1 girl reading in a Secondary school for boys, under Public Management, passed. Seven aided schools sent up 33 girls, of whom 22 passed, 1 girl being in a Secondary school for boys. The total passes last year were 17 against 23 this year.

For the Preparatory Entrance or VIIIth Standard, 7 Aided schools sent up 29 girls and 2 boys, and passed 23 girls and 2 boys, against 25 last year, all of whom were girls.

In the Middle stage, *Anglo-Vernacular*, 18 Aided schools presented 302 pupils, 42 boys and 260 girls, and passed 225, *i.e.*, 33 boys and 192 girls. In Secondary schools *for boys* 95 girls were presented and 51 passed.

In the *Vernacular* Middle, 16 Aided schools sent up 53 boys and 99 girls, and passed 33 boys and 78 girls.

Secondary schools *for boys* sent up 64 girls, of whom 37 passed.

In the Upper Primary stage, 23 Aided *Anglo-Vernacular* schools sent up 135 boys and 362 girls, of whom 109 boys and 294 girls passed. Primary Schools *for boys* sent up 219 girls, of whom 141 passed.

On the Vernacular side, 143 Aided schools sent up 469 boys and 519 girls, of whom 314 boys and 353 girls passed.

Primary schools *for boys* sent up 1,740 girls, of whom 1,152 passed.

In the Lower Primary stage, 24 *Aided Anglo-Vernacular* schools sent up 337 boys and 492 girls, of whom 298 boys and 452 girls passed. Primary schools *for boys* sent up 254 girls and passed 230.

On the Vernacular side, 323 *Aided* schools sent up 2,757 boys and 4,405 girls, and passed 2,061 boys and 3,277 girls. Primary schools *for boys* sent up 17,301 girls and passed 12,315.

Expenditure on schools for girls.

Statement. IV.

105. The total expenditure was Rs. 1,88,892 against Rs. 1,62,252 last year. All the schools are *Aided*.

(*a*) Towards the cost, *Provincial* Funds paid Rs. 34,930, *Local and Municipal* Rs. 58,147, *Fees* Rs. 66,387 and *Other Sources* Rs. 29,428. There was a decrease in *Provincial* of Rs. 13,901; an increase in *Local and Municipal* of Rs. 35,655; an increase of Rs. 5,774 in fees; and a decrease of Rs. 888 in *Other Sources*.

(*b*) *Anglo-Vernacular Secondary schools* received Rs. 1,37,853, *i.e.*, 14 per cent. more than last year, though there was a decrease of Rs. 13,616 from *Provincial* Revenues.

Vernacular Secondary schools received 25 per cent. more. *Provincial* contribution dropping from Rs. 6,098 to Rs. 3,758.

(*c*) *Anglo-Vernacular Primary* received 48 per cent. less, the *Provincial* contribution dropping from Rs. 998 to Rs. 551.

Vernacular Primary received 59 per cent. more from *Provincial*, and *Local and Municipal Funds*; both of which increased their contribution.

(*d*) Last year, Rs. 1,28,798 were spent on *Secondary*, and Rs. 33,454 on *Primary* schools. This year, Rs. 1,47,156 were spent on *Secondary*, and Rs. 41,736 on *Primary* schools. *Secondary* schools, it must be remembered, include *Primary* Departments of four, and in some cases, five standards.

To purely Primary schools for girls, *Provincial* Funds contributed Rs. 15,786, *Local and Municipal*, Rs. 23,319, *Fees*, Rs. 2,391 and *Other Sources* Rs. 240. Female Education.

(*e*) The percentage of direct expenditure from *Public* Funds on *Secondary* and *Primary schools for girls* was 10·6, against 8·9 last year.

(*f*) The average cost of a *Primary school for girls* is 117·8 from *Public* and 7·9 from Private Funds. The average cost for each pupil 3·6 from *Public* and ·2 from *Private* Funds.

General remarks on Female Education.

106. *Eastern Circle.*—The number of girls has increased on the whole. The slight decrease in Secondary schools is compensated by the increase in Vernacular Primary schools. The number of girls attending girls' schools has increased, and so has the number of girls attending boys' schools. There are 42 Primary schools for girls against 31 last year. The Thatôn and Tavoy districts have progressed.

The passes in the Middle stage show an increase in the Anglo-Vernacular, but a slight falling off in Standards VI and VII, Vernacular. The Upper Primary passes have increased in both Vernacular and Anglo-Vernacular schools. On the Anglo-Vernacular side, there is a slight decrease in Lower Primary passes, but a substantial increase in the Vernacular.

The *Western* and *Central Circles* call for no special remarks.

Northern Circle.—The number of girls in Secondary schools increased, while that in Primary schools, showed a slight decrease, due to the Meiktila district, which was badly neglected by the late Deputy Inspector of Schools, and to the Lower Chindwin, the Deputy Inspector of which showed a want of energy. The total number of girls under instruction has increased by 369, and the Public schools by 185. The passes fluctuate much in all stages, Anglo-Vernacular and Vernacular.

Female education in the Northern Circle needs the special attention of the Deputy Inspectors, of Schools. There is a certain amount of prejudice to be overcome. Meiktila, Kyauksè and the Lower Chindwin need special attention.

The other districts, especially Sagaing and Bhamo have shown progress.

The Inspector of Schools realizes the position, and is taking steps to secure better progress.

CHAPTER X.

EUROPEAN EDUCATION.

European pupils according to their attendance at schools for Europeans and non-Europeans.

107. The attendance of European and non-European pupils in schools for Europeans was 2,066 in the former and 274 in the latter, against 1,971 and 217 last year. In schools for non-Europeans, there were 1,053 European pupils against 1,054 last year. European Education.

The increase in pupils under European education is from 3,025 to 3,119.

There are 33 schools of the above kind, of which 14 take no non-European pupils.

The non-Europeans who attend are Parsis, Jews, Native Christians and, I think, sometimes Burmans and others, who adopt European costume for the purposes of admission, undergo temporary change or translation of their own names.

European Code.

108. The revised European Code for adoption throughout India and Burma has not as yet been sanctioned.

Examinations for admission to the Public Service.

109. During the year no Europeans passed the Myoôkship Examination. Classes specially preparing for the public services here and in India, are a real want in the Province.

Progress of European Education.

European Education.

110. There has been a rise of 3 per cent. on the whole. The percentages are thus distributed: *Arts colleges* + 4; *Secondary* schools for boys —.4, and *for girls* + 9; *Primary* schools *for boys* + 8, *for girls* — 50; *Training* schools for Masters + 7, and for Mistresses + 8; Other special schools + 12.

There are no European pupils in *Private* schools.

The Pegu Division has the largest number, followed by Tenasserim and Mandalay. The Chin Hills have none, and the Southern Shan States one.

Comparative Statistics of Secondary and Primary Schools for Europeans.

111. There were 19 *Secondary* schools with 1,858 pupils, against 17 and 1,741 last year. The number of Primary schools remains the same, *viz.*, 4; but the pupils have decreased from 147 to 107.

There are no *Public* schools.

Stages of instruction, Secondary and Primary.

112. *High* schools for boys had 28, *Middle* 135, *Upper Primary* 173 and *Lower Primary* 337 pupils. *High* schools for girls had 62, *Middle* 312, *Upper Primary* 395 and *Lower Primary* 523. An increase in each stage, except *Upper Primary* for boys and *High* for girls.

Europeans at Public Departmental Examinations.

113. Two passed the B.A., and six the F.A. examination; 19 boys and 20 girls the Entrance; 38 boys and 20 girls the Preparatory Entrance; 206 and 170 the Middle; 235 and 227 the Upper Primary; and 308 and 274 the Lower Primary. There has been an increase in all but E.A., where the numbers are the same Entrance—boys, Preparatory Entrance—girls, Middle—boys and girls, Upper Primary—boys, and Lower Primary—girls show small decreases.

Expenditure on Schools for Europeans.

114. The total expenditure was Rs. 1,44,396 against Rs. 1,33,799 last year.

Provincial Funds paid Rs. 18,443 against Rs. 30,438, *Local* Funds Rs. 1,259 against Rs. 2,062, *Municipal* Funds, Rs. 26,249 against Rs. 9,085, *Fees* Rs. 65,557 against Rs. 62,411 and *Other Sources* Rs. 32,888 against Rs. 29,803.

The first two have been considerably relieved, and *Fees* have taken their due share.

(*a*) Rupees 1,38,716 were spent on *Secondary*, and Rs. 5,680 on *Primary* schools. *Primary* schools have moved on to the *Secondary* stage, to what extent can be seen from the fact that last year Rs. 12,643 were spent on *Primary* schools.

(*b*) *Special* education received Rs. 12,950; *Scholarships* Rs. 776; *Buildings* Rs. 69,400; *Furniture and apparatus* Rs. 3,438; and *Cadets* Rs. 288. Of a total of Rs. 2,31,248, the net Government expenditure is Rs. 90,160.

(*c*) The average cost of each pupil in *Secondary* and *Primary schools for Europeans* is 23·4 from *Public*, and 50·1 from *Private* Funds.

CHAPTER XI.

MUHAMMADAN EDUCATION.

Progress of Muhammadan Education.

Muhammadan Education. Statement III

115. There were 9,733 Muhammadans under instruction against 8,193 last year.

Muhammadans in Public Institutions.

116. Five thousand three hundred and fifty-four or 55 per cent. against 50 last year, were in Public Institutions; 4,379 were in Private Institutions. Of these 6 were in Arts colleges, 1,568 in Secondary, 3,754 in Primary Public schools and 26 in Special schools. Muhammadan Education. Statement III.

General Remarks.

117. In the *Western* Circle, of the actual number of pupils in attendance, little more than half were learning Urdu; the rest took up Burmese and were in Burmese schools.

The last Census shows that the Hindustani population of Akyab has fallen from 11,711 to 3,831, while the Bengali population has increased from 114,152 to 161,951. The necessity for Urdu schools in Arakan is decreasing.

In the *Northern* Circle, the Vernacular Public schools are in Mandalay Town and Shwebo, the latter having the only Secondary school.

In the former there were 17 schools with 492 pupils against 8 with 277 pupils last year. There are no Anglo-Vernacular schools.

In Mandalay Town and Yamèthin there are many Muhammadan pupils reading in Public schools, and the number has increased. Other districts show very little fluctuation.

Muhammadan education in the *Eastern* and *Central* Circles calls for no special remark. The Muhammadan Anglo-Vernacular schools are poor in the extreme and not worth keeping. Those who want English education go elsewhere.

There were 1 Anglo-Vernacular Primary Public school with 51 pupils; 1 Vernacular Secondary school with 55 pupils; and 83 Primary with 2,131 pupils.

Private Vernacular schools were 235 with 4,279 pupils; these teach nothing but the Koran.

In Public Aided schools there were 71 girls, 3 in the Upper Primary and 68 in the Lower Primary stage.

Passes gained by Muhammadan Pupils.

118. Passes have increased in the *Middle* stage from 112 to 121; in the *Upper Primary* from 278 to 344; and in the *Lower Primary* from 1,062 to 1,757.

Seven passed the Entrance Examination, and none any other University Examination.

CHAPTER XII.

EDUCATION OF SPECIAL CLASSES.

Education of Native Chiefs and Noblemen.

119. We have only one school, and that for sons of *Sawbwas*, at Taunggyi, in the Southern Shan States, under Mr. Gordon, the Headmaster. This school has done very well since it was opened in January 1902. There were 71 pupils, of whom 6 were day boys. It has reached the 2nd standard. Already, the buildings are found to be too small, and the dormitories are becoming overcrowded. The Headmaster should have a house built for him. He is a Civil Officer specially selected, as well as Headmaster, and quarters in the dormitory are not enough. Education of Special classes.

The anxiety to join this school is so great, that there is a danger of the original object for which this school was opened being lost sight of.

It is meant for sons of *Sawbwas* and respectable Shans, and not for the people in general.

Indiscriminate admissions should not be allowed. An aided school might be opened for others than the class for which the school was meant.

Sir George Scott, the Superintendent and Political Officer, takes great interest in the school. He and others kindly provided the funds for the school sports, which were greatly appreciated.

Education of backward classes.

Education of Special classes.

120. The total number of schools, Private and Public, was 1,178, with 31,211 pupils against 1,103, with 29,015 pupils last year.

Of these, 782 with 24,478 pupils were Public, and 396 with 6,733 pupils, Private Institutions. In both there has been an increase of schools and of pupils.

Public Institutions under Public management, were Chinese, Shan and Chin. The first of these had 6 pupils less. The Shan and Chin were opened during the year and had 71 and 20 pupils respectively.

Public Institutions under Private management, were Karen, Tamil and Telugu, Chinese, Shan and Chin. Karen schools were the same in number, but had 156 pupils less: Tamil and Telugu remained the same, but had 44 pupils more: Chinese had 1 pupil more, Shan 11 and Chin 6 less.

Indigenous Public schools under Private management were, Karen 605 against 606, and 16,145 pupils against 15,979; Talaing 43 against 34, and 2,018 pupils against 1,385; Chin were 7 against 10, with 143 pupils against 164; Kachin 11 against 8, and 168 pupils against 77; Taungthus 24 against 1, with 716 pupils against 66; Manipurian, 1 school, with 53 pupils against 38; Tamil and Telugu declined from 61 to 57, and pupils from 1,805 to 1,734.

There were 7 special schools against 6, and 174 pupils against 125.

Private Institutions were Karen 8 less, with 123 more pupils; Talaing 2 less with 73 more pupils; Tamil the same number, with 37 less pupils; Chinese the same number with 29 more pupils; no Manipurian; and 55 more Shan with 517 more pupils.

Tamil and Telugu schools show a decline, and so do Chin. The American Baptist Mission school opened at Haka in the Chin Hills has been a failure, whereas the Government school at Falam has been a decided success.

Passes of Special classes.

121. There were 11 Karen Anglo-Vernacular schools. Nine pupils passed Standard VIII; 176 (136 boys and 40 girls) passed the Middle; 330 (222 boys and 108 girls) passed the Upper Primary; and 489 (348 boys and 141 girls) passed the Lower Primary.

Not a single pass by the Entrance is found among these special classes, and only 9 Karen in the Preparatory Entrance.

There are no Talaing, Kachin, Taungthu or Manipurian Anglo-Vernacular schools.

Chin had 1 school, and passed 7 (6 boys and 1 girl) by the Upper Primary, and 5 boys by the Lower Primary.

Tamils and Telugus had 10 schools and passed 123 (122 boys and 1 girl) by the Middle; 167 (161 boys and 6 girls) by the Upper Primary; and 275 (257 boys and 18 girls) by the Lower Primary.

Chinese had 2 schools and passed 4 boys by the Middle, 5 by the Upper and 31 by the Lower Primary.

Shans had 1 school, and passed 8 boys by the Middle, 11 boys by the Upper Primary, and 22 (18 boys and 4 girls) by the Lower Primary.

Vernacular schools do not go above the Middle Standard.

Karen had 550 schools, and passed 98 (70 boys and 28 girls) by the Middle; 1,583 (1,045 boys and 538 girls) by the Upper; and 6,226 (3,852 boys and 2,374 girls) by the Lower Primary.

Talaing had 43 schools, and passed 95 (89 boys and 6 girls) by the Upper, and 969 (823 boys and 146 girls) by the Lower Primary.

Chin had 4 schools, and passed 11 (7 boys and 4 girls) by the Middle, 6 boys by the Upper, and 30 (21 boys and 9 girls) by the Lower Primary.

Kachin had 10 schools, and passed 14 (11 boys and 3 girls) by the Middle, the same number by the Upper, and 58 (41 boys and 17 girls) by the Lower Primary.

Taungthu had 12 schools and passed 77 boys by the Lower Primary.

Manipurian had 1 school, and passed 23 (17 boys and 6 girls) by the Lower Primary.

Tamils and Telugus had 52 schools, and passed 155, 133 boys and 22 girls by the Upper, and 724, 602 boys and 122 girls by the Lower Primary. Education of Special classes.

Chinese and Shan shows no schools and no passes.

The total passes shows a decrease in Anglo-Vernacular, Middle and Upper Primary, but an increase in Lower Primary.

On the *Vernacular* side there is an increase all round.

Details of the Various classes.

122. *Karen.*—There are none in the *Northern* Circle. In the *Eastern* Circle there is a decrease in the number of Karen Indigenous schools, because a number of these schools in the Amherst district have been transferred to the class they should always have been in, namely, Taungthus.

In the *Central* Circle, the Hanthawaddy district shows no progress: the schools have increased, but the attendance and passes have fallen to a considerable extent. Up to the present not a single pass by the Infant Standard has been obtained? The only increase is in the number of girls attending but their passes have fallen.

Pegu shows progress. Tharrawaddy shows a decline all round. Maung Lu, who is in charge of Hanthawaddy and Tharrawaddy, has utterly failed to do his duty. He has deteriorated to a serious extent, and the question of his retention will have to be considered.

In the *Western* Circle, Bassein is almost stationary. In this district, as elsewhere where Karen education is carried on, the abolition of the old Karen rules will do good, though at first there may be a slight decline. The system was abused, and the money paid by Government did not go to educational work entirely, as it ought to have. Salary grant teachers combined a minimum of teaching with the drawing of their grants. We found that while the salary-grant was drawn for 12 months, many schools did not work for 5. No wonder we found the salary-grant, "highly appreciated." Some of these grants had been drawn for 12 and 15 years, and the teachers were making no effort to qualify.

The same rules apply to Karens as to Burmans, and it will be for the good of the former. Burmans do make a livelihood out of their schools, and work hard to earn their money: it is time the Karens did the same. Bolstering them up with permanent salary-grants, is not good for them, nor for education.

The number of schools may be less; but it is a very great compensating advantage to education, to know that the schools, that are now on the register are genuine ones, genuinely relying for support on fees, contributions from the villagers, and results-grants. *Fixed-grants to Vernacular schools spell ruin to the spread of Vernacular education, Secondary or Primary.*

Henzada has progressed: Myaungmya has not, nor has Thôngwa. One Deputy cannot manage Henzada and Ma-ubin, nor Myaungmya and Bassein.

Till these districts are separated and the new system is fairly established, progress will be slow.

Eastern Circle.—There has been an advance; and with the extension this year of the salary-grant system to the Toungoo Hills, we hope to show decided advance next year.

Tamils and Telugus.—There is one Tamil Anglo-Vernacular school in the Northern Circle; but it is far from what it ought to be.

In other Circles, these schools are found in Rangoon and Moulmein Towns, and the Hanthawaddy district. There is very little progress, and in the districts there is a decline.

Shans.—The only work done is among the Shans in the Bhamo district. Among the Shans proper, in the Northern and Southern Shan States, beyond the school for Shan *Sawbwas*, we have no work. But there is a great desire for education, and during the coming year the question will be put forward. The people themselves, and the Missionaries who are at work, are anxious to have their schools inspected and examined, and to be brought under the Government scheme of education.

Chins.—We work in Sandoway, Henzada, Thayetmyo, Magwe and the Chin Hills, among these people. There is only one Anglo-Vernacular school, *i.e.*,

Education of Special classes.

the American Baptist Mission School at Sandoway: all the others are Vernacular.

Kachins.—The whole of the work is in the Northern Circle and in the Myitkyina and Bhamo districts, and there has been decided progress.

Manipurians. Found in Mandalay town only. They have slightly advanced.

Talaings.—These are in the Amherst and Thatôn districts, and are placed under the supervision of a special Sub-Inspector of Schools. There has been considerable progress.

Taungthus have decidedly progressed. I have stated above what the advance in numbers has been partly due to.

Chinese.—We have two schools, one the Government School at Bhamo, and the Aided Roman Catholic Mission School, at Mandalay.

CHAPTER XIII.

PRIVATE INSTITUTIONS.

General Statistics of Private Institutions.

Private Institutions. Statement III.

123. As hitherto, we have no advanced institutions teaching Arabic, Persian, Sanskrit or other Oriental classics. Ours are Elementary Institutions. There were 13,417 schools with 151,757 boys, and 93 schools with 1,620 girls, teaching a vernacular.

Two hundred and thirty-two schools with 4,189 boys, and one school with 90 girls, taught the Koran.

There were 32 'Other' schools with 804 pupils. There has been an increase in every direction, schools and pupils; and it points to the increased activity of the Itinerant teachers in discovering these schools.

In the *Western* Circle the chief increase was in Kyaukpyu and Sandoway. The increase in Myaungmya would have been much less, if the Deputy Inspector of Schools, Maung Taw Pru, who is very badly reported on, had taken more pains to supervise his Itinerant teachers, and so bring more schools on to the public list.

In the *Eastern* Circle, the private schools for Burmese boys have decreased in number and attendance. The figures for girls' schools are higher, showing the increased interest Burmans are taking in female education. The Koran schools have decreased.

In the *Central* Circle the chief increases are in Pakôkku, Thayetmyo and Prome, and are due to better inspection. Hanthawaddy and Magwe have reduced their numbers by bringing schools on the public list.

In the *Northern* Circle there is very little change in the number of schools, but while the boys have decreased, the girls have increased in number, showing that more attention is being paid to female education. A large number of schools have been transferred to the public list, especially in Shwebo.

There were no Europeans or Eurasians, Parsis or Jews in private schools.

The number of Native Christians rose from 0 to 106; Brahmans fell from 97 to 25; non-Brahmans from 308 to 184; while Muhammadans rose from 4,129 to 4,379, and Buddhists from 148,968 to 153,766.

CHAPTER XIV.

HOSTELS OR BOARDING-HOUSES.

Hostels for Boys.

Hostels or Boarding-Houses. Statement VIII.

124. (*a*) *Managed by Government.*—There were six hostels with 438 pupils against five hostels with 366 pupils in the year before. The increase is accounted for by the opening of the Government Anglo-Vernacular School, Taunggyi.

The income from fees amounted to Rs. 35,751 as against Rs. 37,310 in the year before. The decrease is due to a falling off in the Government Collegiate School, Boarding Department, where though the number of boarders at the end of the year increased, the monthly average showed a decrease.

Hostels or Boarding-houses.

The Rangoon College had 56 boarders and an income from fees of Rs. 10,345. The Principal reports that the conduct of the students has on the whole been good, though one has had to be expelled. The hostel has been throughout under the charge of Mr. White. The Government Collegiate School, Rangoon, had 138 boarders, 97 in the Secondary and 41 in the Primary Departments, with an income from fees of Rs. 10,201; the Government High School, Minbu, had 33 boarders, 20 in the Secondary and 13 in the Primary Departments, with an income from fees of Rs. 2,963; the Government Normal school, Mandalay, had 36 boarders, all Normal students, with an income from fees of Rs. 2,084; the Government High and Normal School, Moulmein, had 110 boarders, 39 in Secondary, 13 in the Primary and 58 in the Normal Departments, with an income from fees of Rs. 7,230; the Government Anglo-Vernacular School, Taunggyi, had 65 boarders in the Primary Department, mostly the sons of *Sawbwa* chiefs, with an income from fees of Rs. 2,928.

(*b*) *Managed by Municipal Boards.*—The number of hostels remains the same in number, but the number of boarders and income from fees have gone down from 61 and Rs. 6,149 to 47 and Rs. 5,107 respectively.

The Municipal High School, Bassein, had 12 boarders, 5 in the Secondary and 7 in the Primary Departments, with an income from fees of Rs. 1,348; the Municipal High School, Akyab, had 27 boarders, 13 in the Secondary and 14 in the Primary Departments, with an income from fees of Rs. 3,563; the Prome Municipal High School had only 8 boarders, 3 in the Secondary and 5 in the Primary Departments, with an income from fees of Rs. 196. This boarding department went down owing to the Headmaster, Mr. O'Hara, being away on leave. Since his return the numbers have increased.

(*c*) *Aided by Government, Municipal or Local Boards.*—The number of hostels and boarders in them have increased from 34 and 2,437 to 50 and 3,027 respectively. The income from fees also shows an increase. Rupees 85,578 was collected against Rs. 76,773 in the year before. There were 9 boarders in the College, 912 in the Secondary, 1,437 in the Primary and 79 in the Special Department, in the year before, against 6, 1,127, 1,757 and 137 respectively, this year. The total expenditure was Rs. 1,24,903, towards which Provincial funds contributed Rs. 6,876, Local and Municipal Rs. 961, Subscriptions and Endowments Rs. 31,488 and fees Rs. 85,578. In the year before it was Rs. 1,19,494, towards which Provincial funds contributed Rs. 3,613, Local and Municipal Rs. 815, Subscriptions and Endowments Rs. 38,293 and fees Rs. 76,773.

(*d*) *Unaided.*—There are boarding houses kept by Vernacular School Managers, Burmese, Karen and Tamil. In the year under report, there were 8 hostels with 121 boarders, 92 in the Secondary and 29 in the Primary Departments, with an income from fees of Rs. 266, Subscriptions and Endowments contributing Rs. 3,698 towards the total expenditure of Rs. 3,964. In the year before, there were 16 hostels with 152 boarders, 38 in the Secondary, 85 in Primary and 29 in the Special Departments, with an income from fees of Rs. 62 only, Subscriptions and Endowments contributing Rs. 7,405 towards the total expenditure of Rs. 7,467.

Hostels for Girls.

Statement VIII.

125. (*a*) There are no hostels for girls managed by Government, Municipal or Local Boards.

(*b*) *Aided by Government, Municipal, or Local Boards.*—These are entirely under missionary management. In the year under report, there were 26 hostels with 946 boarders, 251 in the Secondary, 585 in the Primary and 110 in the Special Departments against 25 hostels with 1,104 boarders, 405 in the Secondary, 596 in the Primary and 103 in the Special Departments in the year before. The total expenditure in 1902-03 was Rs. 1,19,615, towards which Provincial Funds contributed Rs. 8,798, Local and Municipal Rs. 3,538, Subscriptions and Endowments Rs. 27,932 and Fees Rs. 79,347. In the year before it was Rs. 1,06,322, towards which Provincial Funds contributed Rs. 10,290, Local and Municipal Rs. 1,022, Subscriptions and Endowments Rs. 27,541 and Fees Rs. 67,469.

(*c*) *Unaided.*—Nil.

CHAPTER XV.

PHYSICAL AND MORAL TRAINING.

Physical and moral training.

126. Under this head, I have nothing to add to what I said in the last Quinquennial Report. In it, I went fully into the question of both physical and moral training. Particular attention is given to both in the Province. All we need is better co-operation in our work from parents and from the public. Home training and discipline, and control by Society, are sadly wanting.

CHAPTER XVI.

EDUCATIONAL CONFERENCES.

Educational Conferences.

Educational conferences.

127. There has been, of course, no Quinquennial Conference. The next will be convened in January 1906.

Annual conferences are held by the Director of Public Instruction, and by the Inspectors of Schools at various places in their respective circles.

That summoned by the former is of Inspecting Officers, for the discussion of questions of administration; and of managers, to discuss important questions that may have arisen. Those summoned by the latter, are Anglo-Vernacular and Vernacular, and are attended by Educational Officers, Managers, Itinerant and Pupil-teachers, men and women, monastic and lay; at these, papers bearing on teaching, discipline and school management are read and discussed; model lessons are given; and an exhibition of educational appliances, and of specimens of work turned out in the schools, is held.

CHAPTER XVII.

TEXT-BOOKS AND LIBRARIES.

Editor's Office.

Text-books and libraries.

128. There has been no change in the office of the Editor, Vernacular Text-books. Mr. Lonsdale has been the Editor and Yeo Wun Sin the Sub-Editor throughout the year.

They both deserve mention for good work. Their work has a very important bearing on Vernacular education.

Work done.

129. In the Second Quinquennial Report I gave a summary of what had been done during the last 14 years by this Department for Vernacular education.

During the past year, the English and the Vernacular Sub-Committees have reviewed a large number of books for inclusion in the list of authorized text-books, and the Committee has advised on some of the questions dealing with text-books raised by the Simla Conference, which were referred to them for opinion.

The Editor's office has been busy. The first two books of the Harpur Euclid, in Burmese, were printed. Part II containing Books III and IV are in hand.

The Geography of Africa, in Burmese, of which mention was made in last year's report, has been completed. The new list of geographical names in Burmese, prepared last year, is being printed.

The revision of the translation of Lee Warner's "Citizen of India" had to be laid aside, on account of other and more urgent work. It was, however, taken in hand again.

Early in April 1902, work outside the ordinary duties of the Editor's office was sent to it, namely, the revision and printing, for the Forest Department, of the translation of the "Rudiments of Forestry for Burmans." The revision was finished on June 13th.

The reprinting of the III Standard Reader, in Burmese, was begun during the year.

The following books were submitted for examination and report :—

Samuel's "Arithmetic," in Burmese, Books I to IV; and Maung Po Yin's Pali Texts, in four parts, for Standard II.

CHAPTER XVIII.

CONCLUSION.

Conclusion.

130. The year 1888-89 closed Mr. Hordern's long and good work of 20 years, as Director of Public Instruction, Lower Burma. What he was able to do during those years, in framing and directing a scheme of education for the Province, Anglo-Vernacular and Vernacular, the Province knows well, and I personally have reaped the benefit. He had difficulties, I have been saved; and largely through his foresight and organization.

The year under review closes another chapter in the Educational work of the Province, inasmuch as from 1903-04 a new one opens, in which will be found the beginning of the changes brought about by the Simla Conference of 1901-02. It will not, I trust, be out of place to review what has been done during the last 14 years, that is, since the Educational Department opened and added work in Upper Burma to that in Lower Burma.

Conferences.

131. The Resolution of 1888-89 closes with the words: "should it be found "that the new Grant-in-aid rules are not sufficiently "liberal, the Chief Commissioner will be prepared to "consider the propriety of relaxing them." In November 1889, the first conference of the officers of the Department and School-managers was held. Since then two such, and several smaller annual conferences at various centres, have been held. These conferences form an important part of educational work. At the conference of November 1889, not only the Grant-in-aid rules, but the whole education scheme was discussed, and proposals were submitted to the Government. When sanctioned, the 3rd edition of the Education Code was brought out, and the new system, applicable to Upper and Lower Burma, was begun. Two revisions for the better, and two more editions of the Code, have followed. Page 1, paragraph 4, of the Report for 1889-90 shows what was done in the first year. Subsequent reports, down to the present one, show, in the Introductory or Preliminary chapter, the salient features of the work for each year. They are a record of steady work and of progress; of an earnest desire to co-operate with all interested in education, and to promote and advance it, on sound lines.

A good ground work has been laid for the important changes about to take place.

Staff.

132. In 1888-89, there were a Director, two Inspectors and 20 Deputy Inspectors of Schools. There are now a Director, four Inspectors of Schools, all University men, four Assistant Inspectors and 45 Deputy Inspectors, supplemented by 170 Itinerant and 587 Pupil-teachers. The offices of the Director, the Inspectors of Schools, and of the Editor, Vernacular Text-books, have been re-organized as to numbers and pay, and placed on a very much more efficient basis, productive of much more expeditious and good work. The office of the Director has had for Superintendent, Mr. Kamen, and Head Accountant, Maung Ne Dun. They are both of them hard-working, methodical and trustworthy. I take this opportunity of acknowledging the very great help they have been to me.

Inspecting staff and teachers.

133. A comparison of the pay and position of the Inspecting staff, and of the teachers, Government, Municipal and Aided in 1888-89, with what they are now, will show that some effort has been made to improve them, so that good men might be induced to join, and be made content to remain. The Deputy Inspectors have been placed on a better footing, and when the Provincial and the Subordinate Education Services are sanctioned, the Inspecting officers and teachers will be still better provided

Conclusion. for. A liberal scale of half-salaries for certificated teachers has placed teachers in Municipal and Aided Schools on the same footing as those in Government Schools. The half-salary-grant system was introduced in 1900.

Statement I. General statistics. 134. The total number of Colleges and Schools in 1888-89 was 5,679, and of pupils was 121,672. The numbers in 1902-03 are 18,931 and 331,525, respectively.

Statement IV. Financial. 135. In 1888-89 the total expenditure on education was Rs. 8,41,375: it is now Rs. 22,74,002.

Statements III and VI. Statistics of colleges and schools. 136. In 1888-89 there were 27 pupils in the Rangoon College: there are now 160. The passes in the B.A. and F.A. examinations were then 3 and 5; this year they are 11 and 16.

There were then 8 High, 34 Middle English, 19 Middle Vernacular and 2,750 Primary Schools for boys; there are now 16 High English, 4 High Venacular, 60 Middle English, 257 Middle Vernacular, 18 Primary English and 4,264 Primary Vernacular, without counting the Primary Departments of High and Middle Schools.

Special schools were 16, of which 4 were for Training, with 107 pupils. There are now 147, of which 6 are for Training, with 357 pupils. The private schools are 13,681 against 2,764.

Passes for boys. 137. The passes respectively for 1888-89 and 1902-03 are Entrance 13 and 128; Vernacular VIII and IX *nil* and 43; Anglo-Vernacular VIII *nil* and 243; Middle English and Vernacular 268 and 3,051; Primary, from Infant Standard to IVth, inclusive, 3,847 and 55,033.

Curricula. 138. In 1889-90 the various curricula were entirely re-modelled. The system of Standards was adopted. "Kindergarten" methods and "Object lessons" have been introduced in both Anglo-Vernacular and Vernacular education. The teaching of Geography has been greatly improved, and English conversation has been made part of the course.

The rules for Training Schools (Chapter VIII of the Code) were recast and greatly improved.

Scholarships. 139. The scholarship rules have been revised. The number of scholarships has been increased and the Middle English scholarships were added. The number of Medical scholarships has been increased by one, for Europeans and Eurasians domiciled in Burma. The Orphan, Boarder and Apprentice stipends have been increased in number.

Itinerant and Pupil-teachers. 140. The Itinerant-teacher system has been introduced, and the Pupil-teacher system revised and improved since 1888-89.

Patamabyan examination. 141. A system of examinations in Pâli for monks, nuns and laymen was introduced in 1896, and has proved very popular.

Teachers' Association and Institute. 142. "A Teachers' Association" was formed in May 1892; it has a good Library and Reading room; and arranges for lectures and practical lessons on Educational matters. It has done much good.

Schools Athletic Association. 143. This association was formed in November 1891, and has held its meetings regularly ever since. It has done much to promote a healthy rivalry among the schools and to promote friendliness among them.

Statements I and III. Female education. 144. In 1888-89, there were 3 High, 9 Middle English, 3 Middle Vernacular, 60 Primary English and Vernacular, 2 Training, *nil* Special and 12 Private Schools for girls; the number of girls under instruction was 14,131. The figures now are 713, 17, 332, 6, 13, 94 and 42,617, respectively. The passes respectively for 1888-89 and 1902-03 are English and Vernacular VIII *nil* and 23, Middle English and Vernacular 48 and 358; Primary, from Infant to IV, inclusive, 800 and 18,214. During this period 143, 17, and 2 girls passed the Entrance, F.A. and B.A. respectively.

145. The education of Tamils and Telegus has been taken in hand, and a special Tamil Deputy Inspector of Schools appointed for the purpose. The education of the Chins, Kachins and the Karens in the Toungoo Hills has been specially attended to. For the Karens, a Primary Vernacular Normal School has been opened at Toungoo. Conclusion. Special classes.

146. This school for the training of Upper and Lower Subordinates was opened in May 1895. Engineering school.

147. An Anglo-Vernacular School, specially for the Chinese community in and around Bhamo, was opened in February 1901. Chinese school.

148. The Results-grant system in Anglo-Vernacular Schools has been abolished, and the Temporary salary-grant system for encouraging the opening of Vernacular Schools has been much improved. Results and temporary-salary-grant systems.

149. Since 1889 the province has been supplied with a complete set of text-books in Burmese. I referred to them in paragraph 134 of the second Quinquennial Report. Text-books.

150. Aided Schools have had paid them, since 1888-89, Rs. 10,59,925 in Building, and Rs. 1,21,018 in equipment grants, in Upper and Lower Burma, to enable Managers to put up better school buildings and dormitories, and to equip them properly. These amounts include those sanctioned in 1902-03, and to be paid in 1903-04. Buildings and equipment.

Municipalities have received Rs. 1,06,999, Government buildings and equipment have cost Rs. 5,66,438, and the Rangoon College has received Rs. 1,75,172.

151. The contribution made towards general expenditure by *Fees*, has risen from Rs. 1,14,469 in 1888-89 to Rs. 6,15,591 this year. I call special attention to this. Statement IV.

152. The death in 1894 of Bishop Bigandet deprived the Department of a real friend to education, and that in 1896 of Mr. A. J. Wells, M.A., Inspector of Schools, of a zealous, efficient officer of great promise. Mr. Goss, Inspector of Schools, an old and tried officer, retired in 1901. Mr. Hodson, Inspector of Schools, and Officiating Director of Public Instruction, retired in 1889. The Rev. Dr. Marks of the S. P. G., who had been connected with education in Burma for 35 years, left the Province for good, owing to ill-health, in 1895. Brother Valens, of St. Paul's, a Veteran Educator, to whom St. Paul's owes much, retired in 1900.

153. The relations of the Department with School-managers, Municipalities and District Officers has been pleasant, and free from any serious friction. There have been differences of opinion and of views on education; but they have been settled in a friendly spirit. The Departmental Officers have been firm, but tactful and patient in carrying out their duties.

154. I have to thank the officers under me, in all grades, for very efficient help; and the School-managers for much ready and kindly co-operation, that has rendered my work very pleasant.

To the Rev. Dr. Cushing, Bishop Cardot, Mr. Best and Mr. Lonsdale my thanks are specially due for much kindly help and co-operation.

155. U Po Maung, K.S.M., and U Shwe Hmôn, A.T.M., retired officers of the Department, have always placed their services at my disposal, and have been a real help to me. It is pleasant to have had such men as subordinates.

156. The Department has, in all grades, some very promising officers, whose work and merits will, I trust, be fully recognized when the re-organization of the Department is sanctioned, and in future re-organizations, that must come, if the Education Department is to attract good men. The prospects in the Educational Service are poor.

RANGOON:
The 30th June 1903.

JOHN VANSOMEREN POPE,
Director of Public Instruction, Burma.

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GENERAL TABLE NO. I.—*Abstract Return of Colleges, Schools and Scholars in Burma, for the official year 1902-03*—(Paragraphs 7, 12, 97, 100, 134 and 144).

(For details see General Table No. III).

AREA AND POPULATION.				PUBLIC INSTITUTIONS.						
				COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.		SCHOOL EDUCATION, SPECIAL.		
Total area in square miles.	Number of towns and villages.	Population.	Institutions and Scholars.	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.
1	2	3	4	5	6	7	8	9	10	11
219,894.	Towns 52	Males 5,175,439	Institutions for Males...	2	...	337	4,282	6	141	4,768
	Villages 56,273	Females 4,980,979	Institutions for Females	...	...	37	332	6	13	388
			Institutions for Total ...	2	...	374	4,614	12	154	5,156
	Total ... 56,325	Total... 10,156,418	Scholars Males...	169	...	28,649	104,375	311	1,069	134,573
			Scholars Females	9	...	6,600	31,368	160	355	38,492
			Scholars Total ...	178	...	35,249	135,743	471	1,424	173,065

AREA AND POPULATION.				PRIVATE INSTITUTIONS				
Total area in square miles.	Number of towns and villages.	Population.	Institutions and Scholars.	Advanced.	Elementary.	Grand total.	Percentage of	Remarks.
1	2	3	4	12	13	14	15	16
219,894.	Towns 52	Males 5,175,439	Institutions for Males...	...	13,681	18,449	Institutions to number of towns and villages ... 33·61	
	Villages 56,273	Females 4,980,979	Institutions for Females	...	94	482		
			Institutions for Total ...	...	13,775	18,931		
	Total ... 56,325	Total ... 10,156,418	Scholars Males...	...	154,335	288,908	Male scholars to male population of school-going age ... 37·22	
			Scholars Females	...	4,125	42,617	Female scholars to female population of school-going age ... 5·71	
			Scholars Total ...	...	158,460	331,525		

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on Public Instruction*

(For details see

		TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.					
		Collegiate education.		*School education, general.*		*School education, special.*	
		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.
1		2	3	4	5	6	7
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions for—	Males	71,241	...	6,96,441	3,58,012	55,540	43,616
	Females	...	...	1,47,156	41,736	12,501	13,153
	Total ...	71,241	...	8,43,597	3,99,748	68,041	56,769
2 (*a*)—Percentages of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction.		5·37	...	18·33	13·07	7·59	4·53
(*b*)—Percentages of local fund expenditure included in columns 2—17 to total local fund expenditure on public instruction.		...	...	16·81	82·91	...	...
(*c*)—Percentages of municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction.		...	...	63·97	23·68	...	1·07
(*d*)—Percentages of total expenditure in columns 2—17 to total expenditure on public instruction.		3·13	...	37·1	17·58	2·99	2·5
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in—							
Government institutions.	Cost to provincial revenues.	259 7 7	...	28 7 2	75 4 2	183 13 6	133 6 1
	Cost to local and municipal funds.	...	...	...	...	...	...
	Total cost ...	340 13 8	...	63 6 0	88 2 2	183 13 6	151 4 0
Local fund schools.	Cost to provincial revenues.	...	...	...	...	...	...
	Cost to local funds ...	...	...	...	...	...	...
	Total cost ...	...	...	...	...	...	...
Municipal schools.	Cost to provincial revenues.	...	...	9 0 4	...	...	...
	Cost to municipal funds	...	...	8 5 7	22 1 11	...	...
	Total cost ...	...	...	43 5 3	37 3 8	...	...
Institutions in native States.	Cost to native State revenues.	...	...	...	...	...	...
	Cost to local and municipal funds.	...	...	...	...	...	...
	Total cost ...	...	...	...	...	...	...
Aided institutions.	Cost to provincial revenues.	150 0 0	...	3 1 4	0 12 2	103 2 11	11 4 2
	Cost to local and municipal funds.	...	...	5 12 10	1 14 4	...	2 4 4
	Total cost ...	937 8 0	...	21 2 0	2 13 8	119 11 0	24 2 11
Unaided institutions, Total cost ...		...	...	...	...	...	...
All institutions	Cost to provincial revenues.	249 12 9	...	4 7 2	0 13 0	139 14 4	27 15 10
	Cost to local and municipal funds.	...	...	5 12 5	1 14 7	...	1 15 4
	Total cost ...	393 9 7	...	24 4 7	2 15 2	148 14 2	41 9 5

in Burma for the official year 1902-03—(Paragraphs 19, 20, 22 to 26, 30 and 41). General Table IV.)

Total.	Total indirect expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
8	9	10	11	12	13	14	15	16	17	18
Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
12,24,850 2,14,546	...	51,526	1,58,759	27,084	2,49,294	27,202	3,20,741	8,34,606	22,74,002	
14,39,396	...	51,526	1,58,759	27,084	2,49,294	27,202	3,20,741	8,34,606	22,74,002	
48·89	...	6·11	18·71	3·19	15·97	2·76	4·37	51·11	100	
99·72	...	...	...	...	...	...	·28	·28	100	
88·72	...	...	0·45	...	7·46	·35	3·02	11·28	100	
63·3	...	2·27	6·98	1·19	10·96	1·2	14·1	36·7	100	

Rs. A. P.
77 4 3
...
109 10 7
...
...
...
8 9 10
8 15 5
43 0 11
...
...
...
1 6 10
2 9 10
6 10 2
...
2 6 3
2 10 11
8 5 7

Percentage of provincial expenditure included in column 17 to total expenditure on public instruction ... 37·05
Percentage of local fund expenditure included in column 17 to total expenditure on public instruction ... 10·61
Percentage of municipal expenditure included in column 17 to total expenditure on public instruction ... 11·00
Percentage of expenditure from fees included in column 17 to total expenditure on public instruction ... 27·07
Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction ... ... 14·27

Total ... 100·00

GENERAL TABLE NO. III.—*Return of Colleges, Schools and Scholars in Burma for the official* 84, 94, 97, 98, 101 to 103,

Class of institutions.	UNDER PUBLIC MANAGEMENT							
	Managed by Government.				*Managed by district or municipal boards.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
COLLEGIATE EDUCATION. English	1	160	165	141	...	...	...	...
COLLEGIATE EDUCATION. Oriental	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...
Total	1	160	165	141	...	...	...	...
Secondary Schools.								
SCHOOL EDUCATION—GENERAL. For boys — High schools	4	1,256	1,191	1,021	3	1,147	1,039	872
For boys — Middle schools — English	1	70	65	59	11	1,573	1,467	1,260
For boys — Middle schools — Vernacular	1	25	25	25	...	...	...	...
For girls — High schools	...	...	...	...	...	..	...	...
For girls — Middle schools — English	...	...	...	...	...	...	...	...
For girls — Middle schools — Vernacular	...	...	...	...	...	...	...	...
Total	6	1,351	1,281	1,105	14	2,720	2,506	2,132
Primary Schools.								
For boys	3	106	96	88	2	128	117	95
For girls	...	...	...	...	...	...	...	...
Total	3	106	96	88	2	128	117	95
Schools for Special Instruction.								
SCHOOL EDUCATION—SPECIAL. Training schools for masters	3	218	208	211	...	...	...	...
Training schools for mistresses	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...
Law schools	1	14	15	13	...	...	...	..
Medical schools	...	...	...	...	...	...	...	...
Engineering and surveying schools	†2	65	67	59	...	...	...	...
Technical and Industrial schools	...	...	...	...	...	...	...	...
Commercial schools	...	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...
Reformatory schools	1	85	88	80	...	...	...	...
Other schools	1	21	17	15	...	...	...	...
Total	8	403	395	378	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	18	2,026	1,937	1,712	16	2,848	2,623	2,227

† Exclusive of Survey Schools.

year 1902-03—(Paragraphs 9 to 11, 13, 15 to 18, 22, 35, 37, 42, 52, 54, 63, 64, 69, 71, 76, 77, 83, 115, 116, 123, 136 and 144).

PUBLIC INSTITUTIONS.

Maintained by Native States.				Under private management.							
				Aided by Government or by district or municipal boards.				*Unaided.*			
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	1	18	16	16	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	18	16	16	...	...	...	...
...	...	...	...	*13	4,427	4,280	3,686	...	...	...	...
...	...	...	...	48	6,258	6,245	5,081	...	...	...	...
...	...	..	...	256	16,906	16,906	16,906	...	...	...	...
...	...	..	...	7	1,272	1,214	1,046	...	...	...	...
...	...	...	...	13	1,001	988	838	...	...	...	...
...	...	...	...	17	1,314	1,314	1,314	...	...	...	...
...	...	...	...	354	31,178	30,947	28,871	...	...	...	...
...	...	...	...	4,277	1,24,665	1,24,623	1,24,414	...	...	...	...
...	...	...	...	332	10,844	10,839	10,819	...	...	...	...
...	...	...	...	4,609	1,35,509	1,35,462	1,35,233	...	...	...	...
...	...	...	...	3	139	144	134	...	...	...	...
...	...	...	...	6	114	105	109	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4	95	83	74	...	...	...	..
...	...	...	...	1	20	8	5	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	144	1,124	1,087	992	...	...	...	...
...	...	...	...	158	1,492	1,427	1,314	...	...	...	...
...	...	...	...	5,122	1,68,197	1,67,852	1,65,434	...	...	...	...

* Includes four Vernacular High Schools with an attendance of 464.

GENERAL TABLE NO. III.—*Return of Colleges, Schools and Scholars*

Class of institutions.				Grand total of public institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning		
						English.	A classical language.	A vernacular language.
1				22	23	24	25	26
	Arts Colleges.							
Collegiate Education.	English			2	178	178	145	...
	Oriental			...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.							
	Law			...	...	...	...	...
	Medicine			...	...	...	...	...
	Engineering			...	...	...	...	...
	Teaching			...	...	...	...	...
	Agriculture			...	...	...	...	...
		Total		2	178	178	145	...
	Secondary Schools.							
School Education—General.	For boys	High schools		20	6,830	6,366	459	6,511
		Middle schools	English	60	7,901	7,901	1,290	6,611
			Vernacular	257	16,931	...	7,749	16,876
	For girls	High schools		7	1,272	1,272	290	856
		Middle schools	English	13	1,001	1,001	55	854
			Vernacular	17	1,314	...	213	1,314
		Total		374	35,249	16,540	10,056	33,022
	Primary Schools.							
	For boys			4,282	124,899	1,358	60,194	121,347
	For girls			332	10,844	188	4,217	10,645
		Total		4,614	135,743	1,546	64,411	131,992
	Schools for Special Instruction.							
School Education—Special.	Training schools for masters			6	357	221	1	246
	Training Schools for mistresses			6	114	25	2	112
	Schools of art			...	...	...	...	...
	Law schools			1	14	14	...	...
	Medical schools			...	...	...	...	...
	Engineering and surveying schools			2	65	27	...	...
	Technical and Industrial schools			4	95	95	...	66
	Commercial schools			1	20	20	...	...
	Agricultural schools			...	...	...	...	...
	Reformatory schools			1	85	...	...	85
	Other schools			145	1,145	554	607	263
		Total		166	1,895	956	610	772
Total of Colleges and Schools of Public Instruction.				5,156	173,065	19,220	75,222	165,786
Private institutions	1. Advanced teaching—							
	(*a*) Arabic or Persian			...	...	...	...	...
	(*b*) Sanskrit			...	...	...	...	...
	(*c*) Any other Oriental classic			...	...	...	...	...
	2. Elementary, teaching a vernacular only or mainly.	For boys		13,417	151,757	39	87,373	151,747
		For girls		93	1,620	...	816	1,620
	3. Elementary, teaching the Koran.	For boys		232	4,189	...	4,189	64
		For girls		1	90	...	90	...
	4. Other schools not conforming to departmental standards.	For boys		32	804	510	294	408
		For girls		...	...	...	...	...
		Total		13,775	158,460	549	92,762	153,839
	Grand Total			18,931	331,525	19,769	167,984	319,625

in Burma for the official year 1902-03—concluded.

Classification of scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	*Hindus.*		Muhammadan.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
25	13	...	8	6	124	1	1	9	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
25	13	...	8	6	124	1	1	9	...
929	834	13	155	457	4,397	16	29	246	...
194	1,897	82	941	610	4,082	6	89	665	...
7	1,138	...	25	428	15,264	...	69	3,381	...
931	65	...	5	5	248	6	12	...	318
498	87	2	...	13	378	3	20	...	359
...	382	...	9	55	867	...	1	...	602
2,559	4,403	97	1,135	1,568	25,236	31	220	4,292	1,279
66	7,431	6	1,530	3,479	112,165	1	221	24,597	...
60	656	...	102	275	9,733	...	18	...	4,073
126	8,087	6	1,632	3,754	121,898	1	239	24,597	4,073
31	176	...	4	1	145	...	...	46	...
27	77	...	...	...	10	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	1	...	5	2	6	...	...	...	...
...	...	...	...	...	...	...	...	...	...
16	...	...	3	2	43	...	1	...	...
29	57	...	...	...	9	...	...	...	...
4	5	...	1	...	10	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	9	9	65	...	2	...	...
302	136	12	40	12	636	1	6	93	180
409	452	12	62	26	924	1	9	139	180
3,119	12,955	115	2,837	5,354	148,182	34	469	29,037	5,532
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	30	25	2	51	151,649	...	...	2,133	...
...	57	...	...	4	1,559	...	...	...	462
...	...	...	...	4,189	...	...	...	717	...
...	...	...	...	90	...	...	...	...	...
...	19	...	182	45	558	...	...	27	...
...	...	...	...	...	...	...	...	...	...
...	106	25	184	4,379	153,766	...	...	2,877	462
3,119	13,061	140	3,021	9,733	301,948	34	469	31,914	5,994

GENERAL TABLE NO. IIIA—*Number of scholars on the 31st March classified according to sex, race or creed.*

	NUMBER OF SCHOLARS ON 31ST MARCH CLASSIFIED ACCORDING TO SEX, RACE OR CREED.							
			Hindus.					
	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.								
Arts Colleges.								
English ... ... Male ...	19	11	...	8	6	124	...	1
Female ...	6	2	...	...	...	...	1	...
Oriental ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.								
Law ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
Medicine ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
Engineering ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
Teaching ... ... Male ...	...	...	.	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
Agriculture ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
Total ...	25	13	...	8	6	124	1	1
SCHOOL EDUCATION—GENERAL.								
Secondary Schools.								
For boys—								
High schools ... Male ...	927	700	13	154	444	4,301	16	29
Female ...	2	134	...	1	13	96	...	...
Middle schools—								
English ... Male ...	138	1,454	80	885	604	3,995	6	74
Female ...	56	443	2	56	6	87	...	15
Vernacular ... Male ...	4	776	...	24	359	12,336	...	51
Female ...	3	362	...	1	69	2,928	...	18
For girls—								
High schools ... Male ...	184	13	...	4	2	109	1	5
Female ...	747	52	..	1	3	139	5	7
Middle schools—								
English ... Male ...	166	5	1	...	4	175	...	8
Female ...	332	82	1	...	9	203	3	12
Vernacular ... Male ...	..	63	...	3	29	506	...	1
Female ...	...	319	...	6	26	361	...	...
Total ...	2,559	4,403	97	1,135	1,568	25,236	31	220
Primary schools.								
For boys ... ... Male ...	34	4,441	5	1,379	2,974	91,279	1	189
Female ..	32	2,990	1	151	505	20,886	...	32
For girls ... ... Male ...	22	174	...	28	158	3,676	...	15
Female ...	38	482	...	74	117	6,057	...	3
Total ...	126	8,087	6	1,632	3,754	121,898	1	239
SCHOOL EDUCATION—SPECIAL.								
Schools for Special Instruction.								
Training schools ... Male ...	13	153	...	4	...	141	...	...
Female ...	45	100	...	...	1	14	...	...
Carried over ...	58	253	...	4	1	155	...	...

GENERAL TABLE NO. IIIA—*Number of scholars on the 31st March classified according to sex, race or creed*—concluded.

	NUMBER OF SCHOLARS ON 31ST MARCH CLASSIFIED ACCORDING TO SEX, RACE OR CREED.							
	Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.
1	2	3	4	5	6	7	8	9
Brought forward ...	58	253	...	4	1	155	...	...
Schools for Special Instruction—contd.								
Schools of art ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
Law schools ... ... Male ...	...	1	...	5	2	6	...	...
Female ...	...	...	...	...	...	...	...	...
Medical schools ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
Engineering and surveying schools. Male ...	16	...	...	3	2	43	...	1
Female ...	...	...	...	...	...	...	...	...
Industrial schools ... ... Male ...	...	42	...	...	..	4	...	...
Female ...	29	15	...	...	...	5	...	...
Other schools ... ... Male ...	149	69	5	35	13	667	1	5
Female ...	157	72	7	15	8	44	...	3
Total ...	409	452	12	62	26	924	1	9
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	3,119	12,955	115	2,837	5,354	148,182 [c]	34	469
Private Institutions.								
(1) Advanced teaching—								
(*a*) Arabic or Persian ... Male ...	...	...	...	...	...	...	...	...
Female ...	..	...	...	...	...	...	...	...
(*b*) Sanskrit ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
(*c*) Any other oriental classic Male ...	...	...	...	...	...	...	...	...
Female ...[c]	...	...	...	...	...	...	...	...
(2) Elementary, Teaching a Vernacular only or mainly—								
For boys ... ... Male ...	...	14	15	1	37	149,557	...	...
Female ...	...	16	10	1	14	2,092	...	...
For girls ... ... Male ...	...	4	...	...	2	456	...	...
Female ...	...	53	...	...	2	1,103	...	...
(3) Elementary teaching the Koran only—								
For boys ... ... Male ...	...	...	...	...	3,472	...	...	...
Female ...	...	...	...	...	717	...	...	...
For girls ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	90	...	...	...
(4) Other schools not conforming to departmental standards—								
For boys ... ... Male ...	...	16	...	167	45	549	...	...
Female ...	...	3	...	15	...	9	...	...
For girls ... ... Male ...	...	...	...	...	...	..	...	...
Female ...	...	...	...	...	...	...	...	...
Total of Private Institutions ...	...	106	25	184	4,379	153,766	...	...
GRAND TOTAL ...	3,119	13,061	140	3,021	9,733	301,948	34	469

GENERAL TABLE NO. IV.—*Return of Expenditure on Public Instruction in Burma for the official* 105, 135

Objects of expenditure.	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.							
Arts Colleges.							
English	42,813	...	...	13,428	...	..	56,241
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total	42,813	...	...	13,428	...	...	56,241
SCHOOL EDUCATION—GENERAL.							
Secondary Schools.							
For boys — High schools	34,217	...	...	43,872	...	...	78,089
For boys — Middle schools — English	2,224	...	...	873	...	...	3,097
For boys — Middle schools — Vernacular	...	...	...	...	...	...	...
For girls — High schools	...	...	...	...	...	...	...
For girls — Middle schools — English	...	...	...	...	...	...	...
For girls — Middle schools — Vernacular	...	...	...	...	...	...	...
Total	36,441	...	...	44,745	...	...	81,186
Primary Schools.							
For boys	7,225	...	...	1,236	...	...	8,461
For girls	...	...	...	...	...	...	...
Total	7,225	...	...	1,236	...	...	8,461
SCHOOL EDUCATION—SPECIAL.							
Schools for Special Instruction.							
Training schools for masters	38,239	...	...	...	...	...	38,239
Training schools for mistresses	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...
Law schools	3,406	...	...	1,794	...	...	5,200
Medical schools	...	...	...	...	...	...	...
Engineering and surveying schools	12,251	...	...	1,180	...	231	13,662
Technical and Industrial schools	...	...	...	...	...	...	...
Commercial schools	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...
Reformatory schools	8,565	...	...	...	...	...	8,565
Other schools	720	...	...	137	...	...	857
Total	63,181	...	...	3,111	...	231	66,523
Buildings	(*h*) 48,663	...	...	...	...	...	48,663
Furniture and Apparatus (special grants only)	14,714	...	...	...	...	...	14,714
Total	63,377	...	...	...	...	...	63,377
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN							
Arts colleges	...	...	...	...	...	...	...
Medical colleges	...	...	...	...	...	...	...
Other professional colleges	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...
Technical and Industrial schools	...	...	...	...	...	...	...
Other special schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	2,13,037	...	...	62,520	...	231	2,75,788

(*h*) Exclusive of expenditure

year 1902-03—(Paragraphs 19 to 22, 24 to 27, 30, 38 to 40, 42, 43, 51, 61 to 66, 76 to 78, 85 to 87, 95, 96, and 151.

PUBLIC INSTITUTIONS

UNDER PUBLIC MANAGEMENT

Managed by district or municipal boards.							*Managed by Native States.*						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds in Native States.	Municipal funds raised in native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. IV.—*Return of Expenditure on Public*

Objects of expenditure.	PUBLIC INSTITUTIONS — UNDER PRIVATE MANAGEMENT — *Aided by Government or by District or Municipal Boards.*						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
COLLEGIATE EDUCATION.							
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	2,400	...	...	454	...	12,146	15,000
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total ...	2,400	...	...	454	...	12,146	15,000
SCHOOL EDUCATION—GENERAL.							
Secondary Schools.							
For boys — High Schools	21,299	313	32,779	87,168	13,015	31,118	1,85,692
For boys — Middle Schools — English ...	30,732	...	49,457	1,01,343	17,002	35,968	2,34,502
For boys — Middle Schools — Vernacular	24,238	38,478	23,766	...	...	...	86,482
For girls — High Schools	10,553	...	13,457	41,957	455	17,917	84,339
For girls — Middle Schools — English ...	4,833	824	15,002	22,039	951	9,865	53,514
For girls — Middle Schools — Vernacular	3,758	931	4,614	...	...	...	9,303
Total ...	95,413	40,546	1,39,075	2,52,507	31,423	94,868	6,53,832
Primary Schools.							
For boys	87,144	1,89,014	44,264	17,080	3,018	4,675	3,45,195
For girls	15,786	10,934	12,385	2,391	240	...	41,736
Total ...	1,02,930	1,99,948	56,649	19,471	3,258	4,675	3,86,931
Schools for Special Instruction.							
SCHOOL EDUCATION—SPECIAL.							
Training schools for masters ...	13,331	...	...	...	...	3,970	17,301
Training schools for mistresses ...	12,362	...	...	139	...	...	12,501
Schools of art	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...
Engineering and Surveying schools ...	...	...	...	...	...	...	...
Technical and Industrial schools ..	510	...	...	...	...	...	510
Commercial schools	...	...	...	148	...	...	148
Agricultural schools	...	...	...	...	...	...	...
Reformatory schools	...	...	...	...	...	...	...
Other schools	12,752	...	2,674	7,480	593	4,328	27,827
Total ...	38,955	...	2,674	7,767	593	8,298	58,287
Buildings	85,889	...	10,200	...	...	96,089	1,92,178
Furniture and apparatus (special grants only)	8,519	...	875	...	...	3,094	12,488
Total ...	94,408	...	11,075	...	...	99,183	2,04,666
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN							
Arts colleges	...	...	...	...	...	...	...
Medical colleges	...	...	...	...	...	...	...
Other professional colleges	...	..	...	..	...	...	...
Secondary schools	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...
Technical and Industrial schools ...	...	...	...	...	...	...	...
Other special schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	3,34,106	2,40,494	2,09,473	2,80,199	35,274	2,19,170	13,18,716

(*a*) Exclusive of expenditure on Survey Schools. (*b*) Rs. 103-0-0 represent the cost of American Baptist Mission Bghai-schools. (*c*) Rs. 2,781-0-0. (*d*) Rs. 1,189-0-0. (*e*) Rs. 1,436-0-0. (*f*) Rs. 4,567-0-0. (*g*) Rs. 9,973-0-0; represent the cost of Street, Rangoon, American Baptist Mission, Pwo-Karen School, Bassein, American Baptist Mission Burmese School, Bassein, ment High School, Moulmein, and Mizpah Hall School, Moulmein. The balance under each head is the cost of Kindergarten Hostels and Boarding houses.

Instruction in Burma for the official year 1902-03—concluded.

Unaided.				Total expenditure from						
								All other sources.		
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Private.	Public.	Total.
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	45,213	...	...	13,882	12,146	...	71,241
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	45,213	...	...	13,882	12,146	...	71,241
...	...	...	...	62,366	313	39,536	1,61,050	44,133	...	3,07,398
...	...	...	...	48,706	...	63,624	1,37,261	52,970	...	3,02,561
...	...	..	..	24,238	38,478	23,766	...	...	...	86,482
...	...	...	...	10,553	...	13,457	41,957	18,372	...	84,339
...	...	...	...	4,833	824	15,002	22,039	10,816	...	53,514
...	...	...	...	3,758	931	4,614	...	...	...	9,303
...	...	...	...	1,54,454	40,546	1,59,999	3,62,307	1,26,291	...	8,43,597
...	...	...	...	94,369	1,89,014	46,852	20,084	7,693	...	3,58,012
...	...	...	...	15,786	10,934	12,385	2,391	240[c]	...	41,736
...	...	...	...	1,10,155	1,99,948	59,237	22,475	7,933	...	3,99,748
...	...	...	...	51,570	...	...	...	3,970	...	55,540
...	...	...	...	12,362	...	...	139	...	...	12,501
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3,406	...	...	1,794	...	...	5,200
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(*a*) 12,251[c]	...	...	1,180	231	...	13,662
...	...	...	...	(*b*) 510	...	...	...	...	...	510
...	...	...	...	...	...	...	148	...	...	148
...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	8,565	...	...	...	...	...	8,565
...	...	...	...	(*c*) 13,472	...	(*d*) 2,674	(*e*) 7,617	(*f*) 4,921	...	(*g*) 28,684
...	...	...	...	1,02,136	...	2,674	10,878	9,122	...	1,24,810
...	...	...	...	1,34,552		18,653	...	96,089	...	2,49,294
...	...	...	...	23,233	...	875	...	3,094	...	27,202
...	...	...	...	1,57,785	...	19,528	...	99,183	...	2,76,496
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	51,526	...	...	...	...	...	51,526
	...	...	...	1,57,629	...	1,130	...	...	...	1,58,759
...	...	...	...	7,399	...	...	...	76	...	7,475
...	...	...	...	12,152	...	...	...	...	...	12,152
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	6,734	...	...	...	...	...	6,734
...	...	...	...	12	...	...	...	...	...	12
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(*i*) 552	...	...	...	159	...	711
...	...	...	...	(*j*) 36,805	667	7,564	2,06,049	69,656	...	3,20,741
...	...	...	...	2,72,809	667	8,694	2,06,049	69,891	...	5,58,110
..	...	...	...	8,42,552	2,41,161	2,50,132	6,15,591	3,24,566	...	22,74,002

Karen School, Toungoo, and Roman Catholic Mission St. Joseph's Chinese School, Mandalay; the balance is the cost of Girls' Baptist College, Rangoon, St. John's College Rangoon, American Baptist Mission Tamil and Telugu School, 73, Dalhousie American Baptist Mission Eghai-Karen School, Toungoo, American Baptist Mission, Paku-Karen School, Toungoo, Govern· Departments attached to Girls' Schools and Pali Schools. (*i*) Exclusive of Survey Scholarships. (*j*) Includes expenditure on

GENERAL TABLE NO. V.—*Return of Stages of Instruction of Pupils in Public Schools for General*

Class of schools			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE — Comprising all pupils who have passed beyond the Lower Secondary (Middle stage) but have not passed the Matriculation examination. (1)			MIDDLE STAGE — Comprising all pupils who have passed beyond the Primary stage, but have not passed beyond the Lower Secondary (Middle stage). (2)		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For boys	Government	English	5	1,326	245	1	246	437	2	439
		Vernacular	1	25	...	...	...	1	2	3
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	14	2,720	128	...	128	729	...	729
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	57	10,221	449	8	457	2,583	119	2,702
		Vernacular	260	17,370	8	...	8	1,461	68	1,529
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		337	31,662	830	9	839	5,211	191	5,402
For girls	Government	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	20	2,273	4	65	69	51	353	404
		Vernacular	17	1,314	...	...	...	58	102	160
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		37	3,587	4	65	69	109	455	564
Total Secondary Schools			374	35,249	834	74	908	5,320	646	5,966
PRIMARY SCHOOLS.										
For boys	Government		3	106	...	...	...	...	...	...
	District Board		...	...	...	...	...	...	...	...
	Municipal		2	128	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		4,277	124,665	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
	Total		4,282	124,899	...	...	...	...	...	...
For girls	Government		...	...	...	...	...	...	...	...
	District Board		...	...	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		332	10,844	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
	Total		332	10,844	...	...	...	...	...	...
Total Primary Schools			4,614	135,743	...	...	...	...	...	...
GRAND TOTAL			4,988	170,992	834	74	908	5,320	646	5,966

Education in Burma for the official year 1902-03—(Paragraphs 15, 53, 70 and 101).

UPPER PRIMARY STAGE			LOWER PRIMARY STAGE						Total.		
Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			*Not reading printed books.*					
3			4			5					
Boys.	Girls.	Total.	Boys	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
325	4	329	302	10	312		...	...	1,309	17	1,326
2	1	3	15	4	19	...	...	...	18	7	25
...	...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
840	1	841	1,021	1	1,022	...	...	...	2,718	2	2,720
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...	...
2,945	263	3,208	3,443	411	3,854	...	...	...	9,420	801	10,221
3,360	387	3,747	9,076	3,010	12,086	...	...	...	13,905	3,465	17,370
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
7,472	656	8,128	13,857	3,436	17,293	...	...	...	27,370	4,292	31,662
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
161	499	660	461	679	1,140	...	...	...	677	1,596	2,273
143	152	295	401	458	859	...	...	...	602	712	1,314
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
304	651	955	862	1,137	1,999	...	...	...	1,279	2,308	3,587
7,776	1,307	9,083	14,719	4,573	19,292	...	...	...	28,649	6,600	35,249
6	...	6	100	...	100	...	...	...	106	...	106
...	...	...	...	...	...	...	...	...	...	...	...
44	...	44	84	...	84	...	...	...	128	...	128
...	...	...	...	...	...	...	...	...	...	...	...
8,675	1,502	10,177	91,393	23,095	114,488	...	...	...	100,068	24,597	124,665
...	...	...	...	...	...	...	...	...	...	...	...
8,725	1,502	10,227	91,577	23,095	114,672	...	...	...	100,302	24,597	124,899
...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
349	454	803	3,724	6,317	10,041	...	...	...	4,073	6,771	10,844
...	...	...	...	...	...	...	...	...	...	...	...
349	454	803	3,724	6,317	10,041	...	...	...	4,073	6,771	10,844
9,074	1,956	11,030	95,301	29,412	124,713	...	...	...	104,375	31,368	135,743
16,850	3,263	20,113	110,020	33,985	144,005	...	..	...	133,024	37,965	170,992

GENERAL TABLE NO. VI.—*Return showing the results of prescribed examinations in*

Nature of examination.	Number of Institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES—									
1. Master of Arts	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts	...	...	...	...	...	...	...	...	...
3. B. Sc.	...	...	...	...	...	...	...	...	...
4. First B.A.	...	...	...	1	...	...	1	17	...	...	...	17
4. First B.Sc.	...	...	...	...	...	...	...	...	...	...	...	...
4. First Arts	...	...	...	1	1	...	2	58	5	...	...	63
4. Previous Examination	...	...	...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES—									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Arabic	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Persian	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Urdu	...	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Persian	...	...	..	...	...	...	.	...	...	...	...	...
4. High Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—									
Law—									
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine—									
1. M.D.	...	...	...	...	...	...	...	...	...	...	...	...
2. M.B.	...	...	...	...	...	...	...	...	...	...	...	...
3. L.M.S.	...	...	...	...	...	...	...	...	...	...	...	...
4. First M.B.	...	...	...	...	...	...	...	...	...	...	...	...
4. First L.M.S.	...	...	...	...	...	...	...	...	...	...	...	...
Engineering—									
1. M.C E.	...	...	...	...	...	...	...	...	...	...	...	...
2. B.C.E.	...	...	...	...	...	...	...	...	...	...	...	...
3. L.C.E.	...	...	...	...	...	...	...	...	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	17	51	368	436	53	125	446	20	644
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for General Education—									
1. Matriculation	For Boys	...	6	9	...	15	130	94	24	5	253
1. Matriculation	For Girls	..	...	7	...	7	...	33	...	...	33
2. High School Examination for Europeans.	For Boys	...	...	...	...	...	...	...	...	...	...
2. High School Examination for Europeans.	For Girls	...	...	...	...	...	...	...	...	...	...
3. Middle English Examination	For Boys	...	18	52	...	70	962	1,965	7	27	2,961
3. Middle English Examination	For Girls	...	...	18	...	18	...	302	...	...	302
4. Middle Vernacular Examination	For Boys	...	...	246	...	246	...	1,327	693	231	2,251
4. Middle Vernacular Examination	For Girls	...	...	16	...	16	...	152	...	...	152
5. Upper Primary Examination	For Boys	...	20	1,769	...	1,789	923	14,904	...	...	15,827
5. Upper Primary Examination	For Girls	...	...	166	...	166	...	1,485	...	...	1,485
6. Lower Primary Examination	For Boys	...	21	4,063	...	4,084	829	75,746	...	...	76,575
6. Lower Primary Examination	For Girls	...	...	347	...	347	...	7,991	...	...	7,991
7. Public Service Certificate Examination	English	...	3	2	...	5	11	2	...	42	55
7. Public Service Certificate Examination	Vernacular	..	...	...	...	...	...	...	...	...	...
Schools for Special Education—									
1. Training School Examination for Masters.	Upper	...	1	3	...	4	43	41	...	...	84
1. Training School Examination for Masters.	Lower	...	2	...	...	2	36	19	...	...	55
2. Training School Examination for Mistresses.	Upper	...	...	5	...	5	...	34	...	...	34
2. Training School Examination for Mistresses.	Lower	...	...	...	...	...	...	6	...	...	6
School of Art Examination	...	...	...	...	...	...	...	...	...	...	...	...
Vernacular Medical Examination	...	...	...	...	...	...	...	...	...	...	...	...
Examination in Engineering	...	...	...	1	...	...	1	23	...	...	...	23
Examination in Surveying	..	...	...	...	...	...	...	...	...	...	...	...
Industrial School Examination	...	...	...	...	...	...	...	..	...	...	...	...
Commercial School Examination	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural School Examination	...	...	...	...	...	...	...	...	...	...	...	...
Sanskrit Title Examination	...	...	...	...	...	...	...	...	...	...	...	...
Madrasa Central Examination	...	...	...	...	...	...	...	..	...	...	...	...
Other Schools Examination	...	...	...	...	...	...	...	...	...	...	...	...

Burma during the official year 1902-03—(Paragraphs 36, 60, 72, 89, 104 and 136).

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.							
							Hindus.					
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
11	...	...	...	11	2	...	...	1	...	8	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
16	1	...	...	17	6	1	...	2	...	7	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the Distribution of Local Fund and*

Objects of expenditure.		EXPENDITURE In Institu			
		Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1		2	3	4	5
	Arts Colleges.				
COLLEGIATE EDUCATION.	English	...	...	...	...
	Oriental	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.				
	Law...	...	...	...	...
	Medicine	...	...	...	...
	Engineering	...	...	...	...
	Teaching	...	...	...	...
	Agriculture	...	...	...	...
	Total ...	...	...	...	...
	Secondary Schools.				
SCHOOL EDUCATION —GENERAL.	For boys... High schools	...	...	...	...
	For boys... Middle schools. English ...	...	...	...	...
	For boys... Middle schools. Vernacular ...	...	...	...	...
	For girls... High schools	...	...	...	...
	For girls... Middle schools English ...	...	...	...	...
	For girls... Middle schools Vernacular ...	...	...	...	...
	Total ...	...	...	...	...
	Primary Schools				
	For boys	...	...	...	...
	For girls	...	...	...	...
	Total ...	...	...	...	...
	Schools for Special Instruction.				
SCHOOL EDUCATION —SPECIAL.	Training schools for Masters	...	...	...	...
	Training schools for Mistresses	...	...	...	...
	Schools of art	...	...	...	...
	Law schools	...	...	...	...
	Medical schools	...	...	...	...
	Engineering and surveying schools	...	...	...	...
	Technical and Industrial schools	...	...	...	...
	Commercial schools	...	...	...	...
	Agricultural schools	...	...	...	...
	Other schools... Professional schools	...	...	...	...
	Other schools... Miscellaneous	...	...	...	...
	Total ...	...	...	...	...
	Inspection.				
SCHOLARSHIPS HELD IN	Arts Colleges	...	...	...	...
	Medical Colleges	...	...	...	...
	Other Professional Colleges	...	...	...	...
	Secondary schools	...	...	...	...
	Primary schools	...	...	...	...
	Medical schools	...	...	...	...
	Technical and Industrial schools	...	...	...	...
	Other special schools	...	...	...	...
Buildings		...	...	...	...
Furniture and apparatus (special grants only)		...	..	...	...
Miscellaneous		...	.	...	...
	Total ...	...	...	...	...
	GRAND TOTAL ...	...	...	...	...

Municipal Expenditure on Public Instruction in Burma for the official year 1902-03.

OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.

TIONS MANAGED BY DISTRICT BOARDS.							IN INSTITUTIONS MANAGED BY			
Provincial revenues.	District funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal boards.	Private persons or associations.	Total District Fund expenditure on Public Instruction.
6	7	8	9	10	11	12	13	14	15	16
Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	313	313
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	38,478	38,478
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	824	824
...	...	...	...	...	...	...	...	...	931	931
...	...	...	...	...	...	...	...	...	40,546	40,546
...	...	...	...	...	...	...	...	...	1,89,014	1,89,014
...	...	...	...	...	...	...	...	...	10,934	10,934
...	...	...	...	...	...	...	...	...	1,99,948	1,99,948
...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE No. VII.—*Return showing the Distribution of Local Fund and*

Objects of expenditure.			EXPENDITURE OF				
			IN INSTITUTIONS				
			Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.
1			17	18	19	20	21
COLLEGIATE EDUCATION.	*Arts Colleges.*						
	English		...	...	...	...	...
	Oriental		...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law		...	...	...	...	...
	Medicine		...	...	...	...	...
	Engineering		...	...	...	...	...
	Teaching		...	...	...	...	...
	Agriculture		...	...	...	...	...
	Total ...		...	...	...	...	...
SCHOOL EDUCATION —GENERAL	*Secondary Schools.*						
	For boys...	High schools	3	1,147	1,039	872	6,850
		Middle schools. English ...	11	1,573	1,467	1,260	15,750
		Middle schools. Vernacular	...	...	...	...	...
	For girls...	High schools	...	...	...	...	...
		Middle schools English ...	...	...	...	...	...
		Middle schools Vernacular	...	...	...	...	...
	Total ...		14	2,720	2,506	2,132	22,600
	Primary Schools.						
	For boys		2	128	117	95	...
	For girls		...	...	...	...	...
	Total ...		2	128	117	95	...
	Schools for Special Instruction.						
SCHOOL EDUCATION —SPECIAL.	Training schools for Masters		...	...	...	...	...
	Training schools for Mistresses ...		...	...	...	...	...
	Schools of art		...	...	...	...	...
	Law schools		...	...	...	...	...
	Medical schools		...	...	...	...	...
	Engineering and surveying schools ...		...	...	...	...	...
	Technical and Industrial schools ...		...	...	...	...	...
	Commercial schools		...	...	...	...	...
	Agricultural schools		...	...	...	...	...
	Other schools ...	Professional schools	...	...	...	...	...
		Miscellaneous ...	...	...	...	...	...
	Total ...		...	...	...	...	...
Inspection—			...	...	...	...	...
SCHOLARSHIPS HELD IN	Arts Colleges		...	...	...	...	...
	Medical Colleges		...	...	...	...	...
	Other Professional Colleges		...	...	...	...	...
	Secondary schools		...	...	...	...	...
	Primary schools		...	...	...	...	...
	Medical schools		...	...	...	...	...
	Technical and Industrial schools ...		...	...	...	...	...
	Other special schools		...	...	...	...	...
Buildings			...	...	...	...	...
Furniture and apparatus (special grants only)			...	...	...	...	...
Miscellaneous			...	...	...	...	...
Total ...			...	...	...	...	...
GRAND TOTAL ...			16	2,848	2,623	2,227	22,600

Municipal Expenditure on Public Instruction in Burma for the official year 1902-03—concluded.

MUNICIPAL BOARDS ON PUBLIC INSTRUCTION											
MANAGED BY MUNICIPAL BOARDS.						IN INSTITUTIONS MANAGED BY			Total municipal expenditure on public instruction.	Total expenditure of local fund and municipal boards on public instruction.	Remarks.
Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District boards.	Private persons or associations.			
22	23	24	25	26	27	28	29	30	31	32	33
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
6,757	...	30,010	...	...	43,617	...	...	32,779	39,536	39,849	
14,167	...	35,045	...	...	64,962	...	...	49,457	63,624	63,624	
...	...	...	...	...	...	...	...	23,766	23,766	62,244	
...	...	...	...	...	...	...	...	13,457	13,457	13,457	
...	...	...	...	...	...	...	...	15,002	15,002	15,826	
...	...	...	...	...	...	...	...	4,614	4,614	5,545	
20,924	...	65,055	...	...	1,08,579	...	...	1,39,075	1,59,999	2,00,545	
2,588	...	1,768	...	...	4,356	...	...	44,264	46,852	2,35,866	
...	...	...	...	...	...	..	...	12,385	12,385	23,319	
2,588	...	1,768	...	...	4,356	...	...	56,649	59,237	2,59,185	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
..	...	...	...	...	...	...	...	2,674	2,674	2,674	
...	...	...	..	...	...	...	...	2,674	2,674	2,674	
...	...	...	...	...	...	...	...	...	1,130	1,130	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
8,453	...	...	...	...	8,453	...	...	10,200	18,653	18,653	
...	...	...	...	...	...	...	...	875	875	875	
...	...	...	...	...	...	...	...	...	7,564	8,231	
8,453	...	...	...	...	8,453	...	...	11,075	28,222	28,889	
31,965	...	66,823	...	...	1,21,388	...	...	2,09,473	2,50,132	4,91,293	

GENERAL TABLE NO. VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1902-03*—(Paragraphs 124 and 125).

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of				Expenditure from					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or Municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.							Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government ...	6	438	55	156	132	95	...	...	...	35,751	35,751	
Managed by Local or Municipal boards.	3	47	...	21	26	...	...	...	...	5,107	5,107	
Aided by Government or by Local or Municipal boards.	50	3,027	6	1,127	1,757	137	6,876	961	31,488	85,578	1,24,903	
Unaided	8	121	...	92	29	...	...	...	3,698	266	3,964	
Total ...	67	3,633	61	1,396	1,944	232	6,876	961	35,186	1,26,702	1,69,725	

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of				Expenditure from					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or Municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
For Females.							Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government ...	...	...	...	...	...	...	...	...	...	...	...	
Managed by Local or Municipal boards.	...	...	...	...	...	...	...	...	...	...	...	
Aided by Government or by Local or Municipal boards.	26	946	...	251	585	110	8,798	3,538	27,932	79,347	1,19,615	
Unaided	...	...	...	...	...	...	...	...	...	...	...	
Total ...	26	946	...	251	585	110	8,798	3,538	27,932	79,347	1,19,615	
GRAND TOTAL ...	93	4,579	61	1,647	2,529	342	15,674	4,499	63,118	2,06,049	2,89,340	

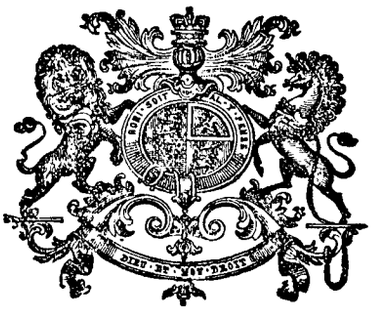
G. B. C. P. O.—No. 28, D. P. I., 22-10-1903—636.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1903-04.



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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1903-04.

Extract from the Proceedings of the Government of Burma in the Educational Department,—No. 6E.-55 dated the 2nd November 1904.

READ—

The Report of the Director of Public Instruction for the year 1903-04.
The Report of the Educational Syndicate for the year 1903-04.
The Report of the Insein Reformatory School for the year 1903.

RESOLUTION.—The Annual Report on Public Instruction was due in the Secretariat on the 1st September and was received punctually.

Educational Policy.

2. Further progress has been made in giving effect to the Educational Policy of Government as finally laid down in the Home Department Resolution, dated the 11th March 1904. The revision of the curriculum in Anglo-Vernacular schools has not been proceeded with for the reasons explained in last Resolution. On the other hand the courses for indigenous schools have been revised on the lines proposed by the Bengal Government with the object of providing instruction of a more practical character and of adapting the curriculum to the needs of agriculturists. As regards the abolition of results-grants a beginning is being made by introducing in certain special classes of indigenous schools a system of grants that is not based on the results of examination but is framed on the lines approved by the Simla Conference. It is proposed to introduce the new system tentatively in selected schools and if, as is hoped, the new rules prove a success their operation can be extended naturally and without difficulty to the other classes of schools also.

Proposals for the improvement of technical and industrial education have also come under discussion during the year and are receiving careful consideration.

Since Mr. Popes' report was written orders have been passed sanctioning the constitution of Provincial and Subordinate Services.

3. *General results.*—The statistics indicate further progress, and the large increase in the number of pupils undergoing primary education in public institutions is specially satisfactory. A statement is attached to this Resolution showing the results of examinations in the more advanced classes. It must be admitted that these figures are somewhat disappointing, as they do not seem to show that much progress is being made in the advancement of higher education.

4. *Expenditure.*—The total expenditure during the year on Education rose by over a lakh as compared with the figures of 1902-03. The development of Secondary and Primary Education involved a more liberal allotment of funds while less was spent on buildings. The additional expenditure was met from Provincial Funds and from fees while the decrease in the income from private sources is noticeable. The Director was asked to deal fully with the position as regards the Imperial grant of four lakhs a year ; but he has not done so and the statements which he has submitted separately do not give the required information. There appears to be some difficulty in ascertaining the charges which are properly debitable to the special grant and correct statements have not yet been received. The Government of India have asked to be furnished with a comprehensive review of the improvements resulting from this grant and the necessary report with complete statements will be submitted as soon as possible. In the meantime the Lieutenant-Governor sees no advantage in discussing the inadequate figures which have been supplied by the Director.

Educational Syndicate and Reformatory School.

5. The difficulties which were met with in connection with the transfer of the Rangoon College to Government have at length been removed, and the transfer will be carried into effect very shortly. The Lieutenant-Governor regrets the delay which has occurred in filling the appointment of English Lecturer, and he realises the difficulties with which the Principal and staff have had to contend. The College is to be congratulated on the striking success of one of its students Mr. P. Trutwein who took first class Honours in English and stood first in order of merit in the Calcutta University.

The report of the Reformatory School does not call for special remarks.

By order of the Lieutenant-Governor of Burma.

J. B. WINGATE,

Secretary to the Government of Burma.

Statement showing the results of various examinations during the last five years.

Year.	B. A. Examination.	F. A. Examination.	Entrance Examination.	VIIth Standard Examination.	
				Anglo-Vernacular.	Vernacular.
1	2	3	4	5	6
1899-1900	3	24	115	462	77
1900-01	6	23	107	432	109
1901-02	6	28	138	489	489
1902-03	11	17	151	499	333
1903-04	7	18	105	548	257

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1903-04.

CHAPTER I.

Preliminary.

During the year under report 1903-04, there has been steady work all round, with the result that Education has advanced in every stage, but one, *viz.*, that of 'Females' in 'Arts colleges.' The increases are not only good in themselves, but they are an advance on even those of last year. Passes in some cases are disappointing. Preliminary.

2. In paragraphs 4 and 5 of Chapter I of last year's Report, I showed which of the proposals of the Simla Conference had been adopted and introduced in the Province, and for which of them we were awaiting final sanction.

I shall take the latter in order, and state what progress has been made since last year.

A.—Secondary Education.

(*a*) *Teachers in Secondary Schools.*

The whole question of placing the officers of the Education Department, and teachers in Government, Municipal, and Aided schools on a better footing, by giving them better pay, and offering them better prospects, has been dealt with in a liberal spirit.

The advance made I do not consider to be in any way final and a further one will have to be made hereafter; but what has been done, is a step in the right direction, and we are already reaping the benefit, by securing a better class of officers, teachers, and office hands.

Paragraphs 43 and 45 of the Resolution of the Government of India, Numbers 199—211, of 11th March 1904, on the subject of what should be the position of Educational officers and of the Inspecting staff, speak for themselves, and should not be lost sight of.

I regard this merely as an instalment of what is to come, as the Department develops and grows.

The changes are the following:— Changes made.

(i) The pay of the Director of Public Instruction has been raised from Rs. 1,250—1,500 to Rs. 1,500—2,000;

(ii) the pay of the Assistant Inspectors has been raised from Rs. 250 to Rs. 300—400;

(iii) a new grade for Deputy Inspectors on Rs. 250, has been made, and the pay of the lowest grade has been raised from Rs. 100 to Rs. 120;

(iv) the pay of the Superintendent of the office of the Director of Public Instruction has been raised from Rs. 250—300 to Rs. 300—350;

(v) the pay of Head Masters of Government High Schools has been raised to Rs. 200—300, with free quarters;

(vi) the pay of Head Masters of Government Normal Schools has been raised to Rs. 200—250, with free quarters;

Preliminary.

(vii) all Itinerant Teachers have been made pensionable Government servants, whose salaries are to come from Provincial and not District Cess Funds, on the clear understanding that the funds thus set free are spent on the advancement of Primary Education;

(viii) an improved scale of pay for all Anglo-Vernacular Schools, Government, Municipal, and Aided has been made, and in the case of the two latter the Government pays half the salary laid down in the scale for all teachers who are fully certificated;

(ix) all the Deputy Inspectors of Schools have been given a clerk, and a peon;

(x) the offices of the Director of Public Instruction and of the Inspectors of Schools have been reorganized, on a better scale of pay, and with additional appointments, to cope with the rapidly increasing work.

(*b*) *Trifurcation of studies into Literary, Technical, and Commercial.*—We still await orders on this.

To give effect to the Technical side, Mr. Mitchell, Head Master of the Government School of Engineering, Insein, and I were deputed to visit the Government Civil Engineering College, Seebpore, and to submit a scheme for raising the grade and widening the scope of the Insein School, on the Seebpore lines, and for giving effect to the introduction in the Province of a Technical branch of studies, both lower and higher.

Aim of the scheme.

The aim of this trifurcation scheme is to give pupils who have passed standard VII an opportunity of choosing between a subsequent Literary, Technical, or Commercial Education. For two years the pupil will undergo a Preliminary training, which will be tested by what is to be known as "*The School Final Examination.*" After this he will join an Arts College, if he wishes to continue his *Literary* studies, an Engineering College, such as we propose to have, if he desires further *Technical* training, and a Commercial College, when one is opened, if he wishes to advance his *Commercial* studies, etc.

B.—Primary Education.

(*a*) *Results grants system.*—The question of substituting a system of *Fixed* for *Results* grants in the Vernacular Schools, has been again discussed, and on this occasion with the Director-General of Education, who visited Burma.

Proposals for a modified system have been submitted, for approval.

(*b*) *Improvement of Primary Education.*—The buildings for the Model Government Vernacular Primary Schools are not ready, and we intend to make a beginning in hired ones.

The new curriculum has been issued for the information of all concerned; but it does not come into force till the necessary text books and Teachers' Manuals have been prepared, and teachers trained under the new system in the Normal schools, are to be had.

The work of preparing text books and Teachers' Manuals is well in hand.

(*c*) *Training schools for Teachers in Primary Schools.*—Two more Normal Schools have been opened, an Anglo-Vernacular one in Rangoon, for the Pegu Division, and an Anglo-Vernacular and Vernacular one in Akyab, for the Arakan Division.

C.—General questions.

(*a*) *The Inspecting Agency.*—The appointment of a fifth Inspector of Schools, who shall have charge of European Education and Training Schools, has been sanctioned by the Secretary of State for India, and we await his arrival.

The Inspecting Agency has been further increased by the appointment of additional Deputy Inspectors of Schools for districts in which the work was too heavy for one officer.

(*b*) *The introduction of a Provincial and Subordinate Educational Service.* No orders have as yet been passed on our proposals.

3. No orders have as yet been received for the introduction into the Province of the *European Code*. I was again sent to India on special duty in connection with this question. I hope it may be possible to make a beginning by January 1st, 1905, at the latest, when the new school year begins. **Preliminary.**

A final settlement of this question is anxiously awaited.

4. A complete survey of Karenni and of the Northern and Southern Shan States has been made, with a view to introducing Vernacular, and, to a limited extent, Anglo-Vernacular Education in those parts, and a report has been submitted.

5. Now that the pay of teachers has been put on a better footing, it only remains for Municipalities to draw up a pension scheme for teachers in Municipal Schools, based upon contributions at a fixed percentage; or failing this, for teachers in Municipal and Aided schools to start a Provident Fund for themselves.

CHAPTER II.

GENERAL AND STATISTICAL SUMMARY.

6. The following table gives the statistics of all colleges and schools in the province for the years 1902-03 and 1903-04 :— **General and statistical summary.**

TABLE I.—*General Statistics of Institutions and Pupils.* **Statement I.**

Class of Institution.		1902-03.		1903-04.		Percentage of increase or decrease.	
						Institutions.	*Pupils.*
		Institutions.	Pupils.	Institutions.	Pupils.	1903-04 compared with 1902-03.	1903-04 compared with 1902-03.
1		2	3	4	5	6	7
A.—Public institutions.							
Arts Colleges ...	Males ...	2	169	2	189	...	+12
	Females...	...	9	...	5	...	44
Professional Colleges.	Males ...	...	...	...	...	...	...
	Females..	...	...	...	...	...	...
Secondary Schools	Males ...	337	28,649	346	30,614	+ 3	+ 7
	Females...	37	6,600	46	7,159	+24	+ 8
Primary Schools ...	Males ...	4,282	104,375	4,529	1,11,462	+ 6	+ 7
	Females...	332	31,368	396	35,301	+19	+13
Training Schools ...	Males ...	6	311	8	395	+33	+27
	Females...	6	160	6	191	...	+19
Other Special Schools.	Males ...	141	1,069	211	1,421	+50	+33
	Females...	13	355	13	361	...	+ 2
Total Public Intitutions ...		5,156	1,73,065	5,557	1,87,098	+ 8	+ 8
B.—Private Institutions.							
Advanced ...	Males ...	...	...	...	...	...	...
	Females...	...	...	...	...	...	...
Elementary ...	Males ...	13,681	1,54,335	14,065	155,588	+ 3	+ 1
	Females...	94	4,125	94	4,449	...	+ 8
Total Private Institutions.		13,775	1,58,460	14,159	160,037	+ 3	+ 1
GRAND TOTAL ...		18,931	3,31,525	19,716	347,135	+ 4	+ 5

7. The total of all institutions and of pupils for the year under report, as compared with last year, shows an increase of 785 in the former, and 15,610 in the latter. The percentage of increase is the same as that of last year. Of these, 384 of the former, and 1,577 of the latter belong to *private* institutions. This shows that our inspecting agency and itinerant teachers are finding out more private schools to prepare them for being brought on the Public list. The exploration of the province is going on steadily each year.

General and statistical summary. Statement III.

8. I shall now take the figures for public and for private schools separately. Public institutions have risen from 5,156 to 5,557 and the pupils from 173,065 to 187,098, Boys have increased by 9,508 and girls by 4,525. Private institutions have risen from 13,775 to 14,159, and the pupils from 158,460 to 160,037. Of these there is an increase of 21 schools, and 478 pupils, teaching the Koran only, and there is an increase of 376 schools, and 1,393 pupils, teaching merely a vernacular.

(a) Public.

(b) Private.

Boys have increased by 1,253 and girls by 324.

Statement III.

9. I shall now take the figures for each class of public institutions.

Arts Colleges.—The number of colleges remains the same, and the attendance has increased by 16. While the number of male students increased by 20, that of female students decreased by 4.

We have no colleges for girls, and no professional colleges.

Secondary public.—Boys and girls in Burma attend the same school without any restrictions. The respective attendance of boys and of girls fluctuates to such an extent that what was a boy's school one year becomes a girl's school the next and *vice versâ*, according to the preponderance of boys or girls. The progress of female education cannot always be judged by the number of girls" schools.

Secondary public schools have increased by 18, *i.e.*, 9 for males, and 9 for females, and the attendance by 2,524. The attendance of *boys*, in *boys'* and *girls'* schools has increased by 1,965, and that of *girls* by 559.

Secondary—private, *Nil.*

Primary public.—These schools have increased by 311, and the attendance by 11,020, a considerable increase over even last year's figures.

The number of schools for *boys* and the attendance of *boys*, in *boys'* and *girls'* schools have increased by 247 and 7,087 respectively; for *girls* the number has increased by 64 and the attendance of *girls* by 3,933.

Fluctuation in attendance.

These figures show a decided advance in primary education, in spite of the fluctuation that goes on each year, owing to the migratory and fickle habit of pôngyis, who think nothing of closing their schools at a moment's notice and removing elsewhere without any thought as to what is to become of their pupils. Reference will be again made to this in Chapter VI.

Special.—Under this head are included Training, Law, Engineering, Technical, Industrial, Reformatory, Pali, and Kindergarten schools. We have no Art, Medical, Agricultural or Commercial Colleges or Schools.

The total number of schools has risen from 166 to 238 and the attendance has increased by 473.

The figures, in detail, are as follows:—

Training schools increased from 12 to 14, 6 for women and 8 for men. The attendance rose from 357 to 473 for men; but of the latter, 78 as against 46 last year, were women attending men's training schools. The attendance in women's training schools fell from 114 to 113.

The *Law* school shows an increase of 22. *Engineering* schools remain the same in number but the attendance has increased by 10.

Technical and *industrial* schools have fallen from 4 to 3 and the attendance from 95 to 81.

The *Reformatory* school has 6 inmates less.

Pali schools have increased by 73 and the attendance by 402. This is quite a recent growth, and a very interesting one.

The number of *Kindergarten* schools and the attendance in them have fallen from 20 to 19 and 607 to 571 respectively. This is to be expected as the new *infant* standard in Vernacular and Anglo-Vernacular schools is taking the place of separate Kindergarten schools which are expensive to maintain.

Statement III.

10. *High* schools for *boys* increased by 1 and the attendance by 576; those for *girls* remained the same, but the attendance increased by 89—a distinct advance on last year's figures. The former and the latter show increases in the number of both boys and girls attending them respectively.

Anglo-Vernacular Secondary.

Middle schools for *boys* are the same in number but the attendance has increased by 926; those for *girls* are the same but with a diminished attendance of 180. This decrease is shown in both the boys and the girls attending them whereas in the *boys'* schools the number of girls has risen by 82. General and statistical summary.

Vernacular Secondary.

High schools for *boys* are the same in number with a diminished attendance of 68.

Middle schools for *boys* increased by 8 and the attendance by 581, those for *girls* increased by 9 and 600 respectively.

Anglo-Vernacular Primary.

The number of *primary* schools for *boys* remains the same but the attendance has increased by 71, those for *girls* have increased by 2 and the attendance by 375.

Primary schools for *boys* have risen from 4,264 to 4,511, and the attendance from 123, 540 to 132,116, those for *girls* from 327 to 389 and the attendance from 10,656 to 12,654.

Vernacular Primary.

Proportion of schools to towns and villages.

11. The total percentage is 35·004 against 33·61 last year. The percentages for males are 34·02 against 32·75 and for females ·99 against ·86. Statement I.

Towns and villages.

The Irrawaddy and Arakan divisions still show the lowest percentages though in both there has been a rise this year.

Divisions.

The Southern Shan States and Chin Hills hardly come into the reckoning as yet. The Irrawaddy, Arakan, and Minbu divisions fall below 1 per cent. for female education. No division has as yet reached 2 per cent. Meiktila, Sagaing and Pegu stand highest. For males Meiktila, Sagaing, Minbu and Mandalay stand highest. Arakan and Irrawaddy the lowest.

Proportion of pupils to schools.

12. *Colleges* are in the Pegu Division only. In *Secondary* schools the average has risen from 94 to 96; in *Primary* from 29 to 30 (last year it fell from 30 to 29). In *Special* schools there is a fall from 11 to 10. Statement III.

Pupils according to stages of instruction.

13. *Males.*—There is an increase in every stage. Statements III and V.

Females.—There is an increase in every stage but collegiate, in which there is a decrease of 4.

In both branches, while pupils have moved on to higher stages of instruction, the gaps made in the lower ones have been more than filled.

Schools according to management.

14. **Public management,** (*a*) *Government.*—The schools have increased by 4 and the pupils by 602. Statement III.

(*b*) *Board.*—The number of schools remains the same; but the pupils have increased by 225.

Private management, (*a*) *Aided.*—The schools and attendance have increased by 397 and 13,206 respectively, a fall in schools, but a considerable rise in pupils over last year.

(*b*) *Unaided*—Nil.

(*c*) *Private.*—The schools and attendance have increased by 384 and 1,577 respectively.

Pupils according to Race and Creed.

15. *Public*—Europeans and Eurasians have increased by 179; Native Christians by 1,677; non-Brahmans by 111; Mahommedans by 338; Buddhists by 11,790; and Parsis by 16; while Brahmans and others have decreased by 69 and 9 respectively. Statement III.

Private.—Europeans and Eurasians *nil*; Native Christians have increased by 84; Mahommedans by 404; and Buddhists by 1,216; Brahmans and non-Brahmans have decreased by 25 and 102 respectively.

Parsis and others—*nil.*

Languages learnt by pupils.

General and statistical summary. Statement III.

16. *Public.*—21,156 pupils learnt English, 77,325 a classical language and 178,784 a Vernacular: a decided increase under each head.

Private.—350 as against 549 last year learnt English; 92,707 a classical language; and 151,510 a Vernacular: a decline under each head, especially under English.

Out of a population of 10,069,229, 21,506, or out of 70 of school going age, one was learning English.

General statistics of expenditure.

17. In paragraph 3 of the Resolution on Education for 1902-03, attention was drawn to the absence of any information in the Report regarding the imperial grant of four lakhs a year. The figures and the explanatory notes on them are so bulky that they will take up too much space in the report, which is limited to a certain number of pages. I have accordingly submitted them separately.

Statement IV.

18. The total expenditure during the year is Rs. 23,90,735 against Rs. 22,74,002 last year, *i.e.*, an increase of Rs. 116,733.

Provincial Funds contributed Rs. 9,34,388, or an increase of Rs. 91,836; *Local* Funds Rs. 2,58,605 or an increase of Rs. 17,444; *Municipal* Funds Rs. 2,48,626, or a decrease of Rs. 1,506, *Fees* contributed Rs. 6,80,207 or an increase of Rs. 64,616; and *other sources* amounted to Rs. 2,68,909, or Rs. 55,657 less than last year.

Fees.

19. I call special attention to the very healthy share that *fees* take this year, as in previous years. This shows what a sanctioned fee-rate, and strict enforcement as to payment can do.

Half-salary grant system and increased scale of pay to teachers.

20. The increase in the Provincial contribution is largely due to the introduction of the half-salary grant system in Municipal and aided schools and to the raising of the pay all round of Educational officers, including Deputy Inspectors and Teachers. This is an increase in the right direction and means improved agency and work. It is money well spent.

Statement IV.

Direct expenditure.

21. *Direct* expenditure increased from Rs. 14,39,396 to Rs. 15,73,985 or 9 per cent and *Indirect* fell from Rs. 8,34,606 to Rs. 8,16,750, or 2 per cent.

(*a*) The *provincial* expenditure on *Arts Colleges* fell from Rs. 45,213 to Rs. 35,422; that on *Secondary* and *Primary Education* owing to the improvement in the salaries of teachers and the introduction of the half-salary grant system rose from Rs. 1,54,454 and Rs. 1,10,155 respectively to Rs. 1,94,556 and Rs. 1,31,501, meanwhile the number of schools rose from 374 and 4,614 to 392 and 4,925 respectively. So that *the additional expenditure represents expansion both in Secondary and Primary Education.*

The expenditure on *Training* schools fell from Rs. 63,932, to Rs. 63,484.

The cost of other *Special* schools rose from Rs. 38,204 to Rs 48,727, due partly to the inclusion of the whole amount spent on the Reformatory School, Insein, and partly to the increased expenditure on Pali schools. *Special* schools increased from 154 to 224.

Indirect expenditure.

Direction and Inspection rose from Rs. 2,09,155, to Rs. 231,269, due chiefly to the reorganization of the service sanctioned by the Secretary of State for India.

Buildings and Furniture rose from Rs. 1,57,785 to Rs. 1,64,453 due chiefly to the building of the Government High Schools at Thazi, the Boarding Establishment of the Government High School, Maymyo, and the extension of the buildings of the Government Normal school, Mandalay, the cost of these amounting to Rs. 1,23,574.

Miscellaneous rose from Rs. 36,805 to Rs. 37,594.

(*b*) *Local Funds* expenditure on *Secondary and Primary* Education rose from Rs. 40,546 and Rs. 1,99,948 to Rs. 42,155 and Rs. 2,10,300 respectively, due to an increase in the grants earned by the schools, *a healthy sign of progress.*

The expenditure on buildings was Rs. 5,000 against *nil* last year.

(*c*) *Municipal* expenditure fell from Rs. 2,50,132 to Rs. 2,48,626 due to a decrease in the amount spent on buildings. The expenditure on *Secondary and Primary and Special* education rose from Rs. 1,59,999, and Rs. 59,237, and Rs. 2,674 to Rs. 1,61,242, Rs. 59,492 and Rs. 3,685 respectively, due to payments of half-salaries, and increased pay to the teachers, and to the earning of larger grants by schools. General and statistical summary.

(*d*) The rise in *fees* I have referred to above.

(*e*) *Other sources* fell from Rs. 3,24,566 to Rs. 2,68,909, due to a decrease in the amount spent on School buildings and furniture, to the extent of Rs. 71,313. The expenditure under this head should always correspond to the amount contributed by Public Funds to aided Schools. The slight increases and decreases under this head call for no special remark.

Scholarships rose from Rs. 27,084 to Rs. 27,579.

Proportionate Expenditure from Public and Private Funds.

22. This is 39·1 per cent. against 37·1 per cent. last year from *Provincial*, 10·8 against 10·6 *Local*, 10·4 against 11 *Municipal*, 28·5 against 27·1 *Fees*, and 11·2 against 14·3 *Other sources*. Statements II and IV.

In *Colleges* *Public* expenditure fell from 63·5 to 55·0 and *Private* rose from 36·5 to 45.

In *Secondary* schools *Public* expenditure increased slightly from 42·1 to 42·8, while *Private* fell from 57·9 to 57·2.

In *Primary* schools *Public* expenditure fell from 92·4 to 91, and *Private* rose from 7·6 to 9·03.

I call special attention to these figures in connection with Secondary and Primary Education.

In *Special* schools *Public* expenditure fell from 84 to 83·02, and *Private* rose from 16 to 17.

Under *Indirect*, *Public* expenditure rose from 55·1 to 60·1, and *Private* fell from 44·9 to 39·9.

Analysis of Expenditure from Public Funds.

23. The expenditure on *Arts Colleges* decreased by 22 per cent., that on *Secondary* schools increased by 12 per cent., that on *Primary* schools by 9 per cent., and that on *Training* schools decreased by ·7 per cent. Statement IV.

The proportion of *Direct* expenditure was 3·7 on *Arts Colleges*, 41·9 on *Secondary* schools, 42·2, the same as last year, on *Primary*, and 6·7 on *Training* school.

Public schools under *Public management* received 25·4 per cent. and *Aided* 74·6, against 22·4 and 77·6 last year.

Average Expenditure per head of Population.

24. This is annas 2-3 from *Public* and annas 1-6 from *Private* Funds. Statement IV.

The former rose from annas 2-1 and the latter remains the same as last year. The total is annas 3-9 against annas 3-7 last year.

Average cost of each Pupil.

25. In *Arts Colleges*, *Provincial* and *Private* Funds show 176·2 and 143·9 respectively, a decrease in the former and a slight rise in the latter. Statements II and IV.

Secondary schools show 5·3 from *Provincial*, 5·5 from *Local and Municipal* and 14·4 from *Private* Funds.

Primary schools show ·9 from *Provincial*, 1·8 from *Local* and *Municipal*, and ·3 from *Private* Funds.

Training schools show 115·2 from *Provincial* and 7·4 from *Private* Funds, a decrease in both.

Special schools show 265· from *Provincial*, 2·01 from *Local and Municipal* and 10·7 from *Private* Funds, a slight increase in *Local* and *Municipal*, and a decrease in the other two.

General and statistical summary.

Arts Colleges show 273·6 *Government* and 648 *Aided*, the latter still very high.

Secondary schools show 79·2 *Government*, 44·2 *Municipal* and 21·1 *Aided*.
Primary schools show 53·7 *Government*, 43·2 *Municipal* and 2·9 *Aided*.
Training schools show 132·5 *Government* and 110·9 *Aided*.
Other special schools show 187·7 *Government* and 19·2 *Aided*.
For the whole Province, the cost is 8·5 against 8·3 last year.

Direct and Indirect Expenditure.

Statement II.

26. The proportion between *Provincial*, *Local* and *Municipal* Funds is 50·7, 97·6, and 90·3 respectively.
Municipal and Local Funds take their share fully.

Local Funds Expenditure.

Statements II and IV.

27. Towards *Secondary* schools Rs. 42,155 or 16·3 per cent. was contributed, and towards *Primary* schools Rs. 2,10,300 or 81·3 per cent.
Indirect expenditure is Rs. 6,150 or 2·4 per cent.

Municipal Funds Expenditure.

Statements II and IV.

28. Towards *Secondary* schools Rs. 1,61,242 or 64·9 per cent. was contributed, towards *Primary* schools Rs. 59,492 or 23·9 per cent. and towards Special schools Rs. 3,685 or 1·5 per cent. Indirect expenditure is Rs. 24,207 or 9·7 per cent.

Expenditure from Fees.

Statements II and IV.

29. Fees rose from Rs. 6,15,591 or 27·1 per cent. to Rs. 6,80,207 or 28·5 per cent. The rise is steady each year.
Rs. 15,838 or 24·6 went to Colleges, Rs. 3,95,436 or 42·6 per cent. to Secondary, Rs. 31,267 or 7·1 per cent. to Primary and Rs. 15,940 or 11·4 to Special schools.

Expenditure on Scholarships.

Statemen t IV.

30. All but Rs. 197 was contributed by Public Funds.
Rupees 7,314 went to Arts Colleges, Rs. 12,714 to Medical Schools, Rs. 6,816 to Secondary, and Rs. 735 to Special schools.
We have no Primary scholarships.
The proportion of expenditure is 27 on Arts Colleges, and 46 on Medical, 25 on Secondary, and 3 on Special schools.

CHAPTER III.

CONTROLLING AGENCIES.

Controlling Agencies.

31. Sanction was received for the reorganization of the Department.
Reference has been made to this in Chapter I.

32. The Director-General for Education in India visited the Province in December 1903 and January 1904. I was able to arrange a short tour for him. I hope in the interests of the Province, that we may have a much longer visit from him before long.

Changes during the Year.

33. (*a*) During my deputation to India, from March 13th to April 22nd, 1904, Mr. Wedderspoon was appointed to act as Director. He returned from furlough on October 31st, 1903, and resumed charge of the Central Circle and Training Schools from Maung We Lin, B.A., and Mr. Cocks, who respectively had charge of them.

(*b*) Mr. Potter, Inspector of Schools, Eastern Circle, went on furlough on April 1st, 1903, and Mr. Wilkins, Principal, Government High and Normal School, Moulmein, was appointed to act for him.

(*c*) Mr. Cocks, Inspector of Schools, Western Circle, went on six months' leave, on urgent private affairs, on January 8th, 1904, and Maung Môn, K.S.M., was appointed to officiate for him.

(*d*) We have been very short-handed, and the extra work has pressed on all those who were left. Controlling Agencies.

(*e*) The above changes have necessitated the following acting appointments among the Assistant Inspectors. Saw Chin Cheng, B.A., Deputy Inspector of Schools, 3rd grade, officiated as Assistant Inspector of Schools in place of Maung Môn, K.S.M.

(*f*) The following transfers were made among Deputy Inspectors:—

Maung Taw Pru from Myaungmya to Yamèthin; Maung Tun Hla (1) from Ma-ubin to Kyaukpyu; Ainuddin from Kyaukpyu to Sandoway; Maung Po Gywe from Mônywa to Katha; Maung Shu Pe from Yamèthin to Myaungmya; Maung Saw Pe from Katha to Mônywa; Maung Thwin from Meiktila to Thatôn; Maung Tun Hlaing from Tavoy to Meiktila.

(*g*) Maung We Lin, B.A., took privilege leave in February 1904 and Maung Zaw Pe, B.A., Deputy Inspector of Schools, was appointed to act.

(*h*) The following Deputy Inspectors of Schools resigned during the year:—

Maung Ba Thwin, B.A., Pakôkku (B). He failed even to give his new appointment a trial, rather a bad example to others, and no credit to him.

Maung Ba Sine, Pakôkku (B) Maung Shwe Hla, Magwe, Maung Pe Ba, B.A., Ma-ubin (A), and Maung Ba Thaung, Prome, did the same. This last officer did much harm to his district. Maung Pe Ba, B.A., resigned because he feared the responsibility.

(*k*) The following new appointments were made:—

Maung Ba U, Mandalay District; Maung Hman, Pakôkku (B); Maung Po Nyun, Pyapôn; Maung Chu Sein, B.A., Prome; Maung Ba Thin, Katha; Maung Paung Yo, Upper Chindwin; Maung Po Kin, Tavoy; Maung Oh, Ma-ubin; Maung Ba Cho, B.A., Toungoo.

Cost of Direction and Inspection.

34. The cost of "Direction and Inspection" rose from Rs. 2,10,285 to Rs. 2,32,567. The reason has been given in Chapter II. *Provincial* Funds contributed Rs. 2,31,269 and Municipal Rs. 1,298. Statements II and IV.

'Direction' fell from Rs. 51,526 to Rs. 50,912, and 'Inspection' rose from Rs. 1,58,759 to Rs. 1,81,655.

Officers for special mention.

35. (*a*) The Inspectors of Schools report the work of the following officers as worthy of special mention:

Maung Phroo, Assistant Inspector of Schools, Eastern Circle; Saw Chin Cheng, B.A., Officiating Assistant Inspector of Schools, Western Circle; Maung We Lin, B.A., Assistant Inspector of Schools, Central Circle, and Maung Tu, B.A., Assistant Inspector of Schools, Northern Circle.

(*b*) Among the Deputy Inspectors of Schools mentioned are:—

Maung Waik, Moulmein Town; Maung Po Kin, Officiating, Tavoy; Maung La Win Tain (Karen), Toungoo; Maung Kyauk Lon, Bassein; Yusuf Khandia, Henzada; Maung Po We (Karen), Maubin and Henzada; Maung Po Tin, Pakôkku; Maung Ngwe Zin, Thayetmyo; Maung Chu Sein (B.A.), Prome; Maung Tun Aung Gyaw, Minbu; Maung So Pe, Hanthawaddy (A), Maung Zaw Pe, B.A., Hanthawaddy (B); Maung U (Karen), Pegu; Maung Tun Zan U, Tharrawaddy; Maung Ba, Rangoon Town; Maung Tun Hla (II), Mandalay Town; Maung Maung, Sagaing; Maung Hmat, Shwebo, and Maung Shu Pe, Yamèthin, Maung Than, Bhamo, needs to put more energy into his work and improve his district. His work leaves much to be desired. I regret to say

Controlling Agencies.

that the work of Maung Taw Pru, Myaungmya, Maung Tun Hla (I), Ma-ubin, and Maung Thwin, Thatôn, has been reported as bad.

(*c*) I have conveyed our thanks, through the several Commissioners, to those Subdivisional and Township Officers, Headmen, and others, who have helped us in our work.

(*d*) The services of the following were specially recognized by the Government:—

Certificate of Honour and Robe.

U Thubawya, Monastic School Manager, Mogaung, Myitkyina District, and U Thila of Sagaing.

Certificate of Honour.

Maung Po O, Itinerant teacher, Thôngwa.

36. The Inspectors of Schools, both permanent and officiating, have not spared themselves. Mr. Wedderspoon has kept his Circle and the Training Schools in very good order, and he has given me much assistance. Mr. Cocks, who, during Mr. Wedderspoon's absence, had charge of the Training Schools, did the double work well. Mr. Douglas has shown much energy and firmness in dealing with his Circle. Some schools under him, and some of the idle teachers in them, were inclined to get out of hand, and needed pull'ing up. I regret that in this matter he did not have the support and co-operation of the Managers that efficiency and discipline demand.

Mr. Wilkins has shown himself painstaking and thorough in his work. Maung We Lin, B.A., and Maung Môn, K.S.M., both did their work as Officiating Inspectors well.

Inspections and control all through have been good.

Itinerant Teachers.

37. We have now 178 Itinerant teachers at work, distributed as follows:—

Eastern Circle	23
Western Circle	42
Central Circle	54
Northern Circle	59

The Inspectors report as follows on their work.

Eastern Circle.—There are 23 at work, and all with the exception of two, who were transferred, have worked well. More men are required, especially in the Toungoo Hills.

The number of certificated Managers and Assistants is 136 against 73 last year.

Western Circle.—There are 42 at work: with the exception of 3 men, who were removed from the service in the Thôngwa district, all have worked well. The Deputy Inspector of Schools Maung Tun Hla (I) has utterly failed in his duty of supervision.

The number of certificated Managers and Assistants is 171 against 132 last year.

Central Circle.—There are 54 at work, all of whom have worked well, and successfully. They have done much to spread Vernacular Primary Education.

The number of certificated Managers and Assistants is 240 against 145 last year.

Northern Circle.—There are 59 at work, and several more are needed. They have worked well.

The number of certificated Managers and Assistants is 171 against 113 last year.

Pupil Teachers.

38. We have 623 at work.

This is a very useful system, not only in itself, but for what it leads to. Twenty fully passed pupil-teachers, who have completed their three years' course, are sent each year to our Normal Schools, for one year's practical training.

These men, under the temporary salary-grant system, form the nucleus of our future certificated Managers, for extending Vernacular Primary Education. Controlling Agencies.

The Deputy Inspectors have not in all cases been careful in their selection of boys, with the result that many warrants have had to be cancelled. Besides, the Managers, who have the pupil-teachers, and often the Itinerant Teachers, have failed to see to the training of the lads, with the result that we have had more failures than we ought to have. The Deputy Inspectors ned to exercise better supervision in this matter.

CHAPTER IV.

COLLEGIATE EDUCATION.

Collegiate education.

Arts Colleges.

39. The number of colleges remains the same: one 1st grade,—the Rangoon College, and one 2nd grade,—the Baptist College. The former has 166 students as against 160 last year, the latter 28 as against 18. Of the 166 students in the Rangoon College, 24 are in the B.A. and 142 in the F.A. classes. Here as elsewhere, only a small percentage of the F.A. students, go on for a degree. Statement III.

Results of University Examinations.

40. Twenty candidates went in for the B.A. Examination, of whom two fell out owing to illness. One took up Honors in English and passed first in the 1st division. Seven passed against 11 last year. There are only four students in the Junior B.A. class, of whom one is reading for Honors in Science, and one for Honors in Mathematics. The small number the Principal attributes partly to the small number of passes in the F.A. last year, and partly to the ease with which those who pass the F.A. find employment. Statement VI.

B. A. Examination.

41. Seventy-five students went up for the F.A. Examination, of whom two fell out owing to illness. Sixteen passed, one in the 1st, 9 in the 2nd, and 6 in the 3rd divisions. From the Baptist College, 7 went up for the F.A. Examination and 2 passed.

F. A. Examination.

42. Mr. Marshall, who has been since 1900 officiating for Mr. Rose, was confirmed in his appointment. Mr. O. White and Mr. Smart acted as lecturer on English and lecturer on Mathematics respectively. The question of the conditions under which the English lecturer is to be appointed is still unsettled: orders are awaited. Mr. K. P. De, M.A., a distinguished graduate of the Calcutta University, was appointed lecturer on Mathematics.

Staff.

The College has suffered from changes in the staff, and at times it has been left unavoidably without some of the lecturers.

43. The transfer of the College to Government, though sanctioned two years ago, has been delayed, owing to some technicalities. The case has gone up to the Secretary of State, for final orders.

Law Colleges and Schools.

44. We have no Law College. The Law classes, under two lecturers, merely imply attendances for an hour a day in the morning. I should like to see, as recommended by the Universities Commission, a Law College on the same footing as the Arts Colleges with a good Law Library. Statement III.

45. Owing to the death of Mr. Chan Toon, Barrister-at-Law, the Senior lecturer, Mr. T. F. R. McDonnell, Barrister-at-Law, was appointed.

Staff.

46. There are 36 students, of whom 9 are in the B.L., 5 in the 1st grade Pleaders', and 22 in the 2nd grade Pleaders' classes respectively. The second of these ceases to exist in 1906, and the attendance in the third will fall off after this year, as 1904 is the last year in which the VIIth Standard and Entrance are accepted as the Educational qualification for admission to the Examination. Statement III.

Collegiate Education.

Cost of the Law Classes.

Statement IV.

47. This Department cost Rs. 6,000 against Rs. 5,200 last year. Rupees 612 were paid from *Provincial* Funds and Rs. 5,388 contributed from *Fees*; a considerable reduction in the former and a considerable increase in the latter.

Expenditure on Arts Colleges.

Statement IV.

48. The total expenditure is Rs. 64,350 against Rs. 71,241 last year. The decrease is due to retirement of highly paid officers, and the introduction of the new scale ordered by the Secretary of State in the Rangoon College. *Provincial* Funds contributed Government Rs. 33,022, *Aided* Rs. 2,400, *Fees* Rs. 15,838 and *other sources* Rs. 13,090. *Fees* have increased by Rs. 1,956.

Expenditure from Public Funds on Arts Colleges.

Statement IV.

49. This is 7·5 per cent. against 11 last year.

Average cost of each Student in Arts Colleges.

Statement II.

50. This is Rs. 274 against Rs. 341 in *Government* and Rs. 648 against Rs. 938 in *aided*. The average on the whole was Rs. 320, against Rs. 394. The Provincial Expenditure on aided is Rs. 96 against Rs. 150.

Fees in Arts Colleges.

Statements III & IV.

51. In the Rangoon College it is 86 against 81·4 and 28·4 both years in the Baptist College. The percentage of total expenditure is 31·4 and 4·4 respectively against 23·9 and 3·0.

Scholarships in Arts Colleges.

Statement IV.

52. The total expenditure is Rs. 7,314 against Rs. 7,475 last year, *Provincial* supplied Rs. 7,274 and *Other Sources* Rs. 40, *i.e.*, for Renaung Prize; no Jardine Prize was awarded.

Oriental Colleges and Schools.

53. We have no Oriental College. The number of Pali schools is 198 with 940 pupils against 125 with 538 pupils last year.

54. For the *Patamagyaw* grade 11 monks appeared against 12 last year. The Patamagyaw of the year is U Nandiya, of Mogaungtaik Kyaukgyi, Mandalay.

Passes in Patamagyaw.

For the *Patamagyi* 38 monks appeared and 11 passed.

For the *Patamalat* 53 monks, 1 layman, and 2 nuns appeared: 19 monks, the layman, and 1 nun passed.

For the *Patamange* 320 monks, 4 laymen, and 5 nuns appeared, 79 monks, 3 laymen and 2 nuns passed.

Cost of the above.

55. The cost of this Examination in contingencies, fees to Examiners and Rewards was Rs. 7,420.

Medical Colleges and Schools.

56. We have no Medical College or Schools in the Province. As hitherto, our medical students are sent for training to Calcutta and to Madras, a costly and not altogether satisfactory arrangement.

Scholarships for Assistant Surgeons and Female Medical Practitioners.

57. There are 3 male and 3 female students from Burma studying at the Medical College, Calcutta, of these, one of the former and one of the latter are Bigandet Scholars.

The female students have done well. One passed the 3rd year examination and was promoted to the 4th year. Two passed the 2nd year, and were promoted to the 3rd. The only European and Eurasian scholar, who could not, owing to ill health, go up last year for the 1st M.B. and 1st L.M.S., has again failed to ap-

pear, after having paid his fees for the examinations. One male student appeared for the preliminary M.B. Examination, and failed, but he passed the preliminary L.M.S. Collegiate Education.

The other student passed the 4th year examination and was promoted to the 5th year.

Hospital Assistant Scholarships.

58. The pre-collegiate course for these scholars was abolished during the year.

The conditions of recruitment of Hospital Assistants, and the question of opening a Medical School for Burma are under consideration.

The following students are undergoing their course at the Medical College, Madras:—

Pre-collegiate	1
First year	2
Second year	8
Third year	3

59. It seems as if the VIIth Standard, which is the educational qualification required were too low. The Principal of the Madras Medical College, is strongly of this opinion.

Nurses and Midwives.

60. Nineteen students, against eighteen last year were under training. Six completed their course in sick-nursing and midwifery and passed their examinations. Of these 4 were Eurasians, one Burman, and 1 Karen, against 3 Eurasians, 3 Burmans and 2 Karens last year.

Attendance and passes.

Cost of Medical Education.

61. Rupees 12,714 were spent in medical scholarships, and Rs. 2,635 in passages to and from Calcutta and Madras. Statement IV.

CHAPTER V.

SECONDARY EDUCATION, UPPERAND LOWER.

Secondary Education.

(*Standards V—IX inclusive.*)

General Statisties of Secondary Schools.

62. *English.*—The number of schools has increased by one, and the attendance by 1,502, a rise of nearly 600 over last year's figures. The increase is shared by all four circles of inspection, and by every division. The Pegu Division has still the largest number of schools and of pupils. In the Meiktila Division there was a decrease of one school, but an increase of attendance. Statement III.

Vernaculars.—There is an increase of eight schools and 513 pupils. The Arakan and Pegu divisions show a decrease in both schools and pupils; the Minbu division shows a decrease in pupils only. All the other divisions show an increase in both.

Vernacular Secondary Education will make its way slowly. It is costly, and Managers cannot afford to meet the cost from fees and grants alone. Some system of half salaries on a small scale for the employment of certificated assistant teachers is necessary. I hope, that Chapter V of the Code, as recently revised, will meet this difficulty. The rise in pupils last year was 1,382; it is only 513 this year.

Growth of Secondary vernacular Education.

Stages of instruction in Secondary Schools for boys.

63. There is an increase in every stage. High has risen by 102, Middle by 309, Upper Primary by 504, and Lower Primary by 1,100. Statement V.

English Secondary Schools.

64. There are six *Government* schools with an attendance of 1,594 against 5 last year with an attendance of 1,326. Statement III.

Secondary Education.

Municipal schools increased by one and the attendance by 319. *Aided* schools decreased by one, but the attendance increased by 915. Of the High Schools, 5 are Government, 3 Municipal, and 9 Aided; of the Middle schools, one is Government, 12 are Municipal, and 47 are Aided.

Teaching of English and of a Vernacular.

There are 15,769 pupils in the English Secondary schools, and they all learn English. So it is in our Primary English schools. English is taught as language, through books, conversation, object lessons, composition, and translation and retranslation from the Infant stage upwards. We find that this is the best way of teaching the language. Side by side with it, the Vernacular is taught on the same system. English is not taught, as some suppose, to the exclusion of the Vernacular. In the Primary stage, *i.e.*, from Infant to Fourth Standard inclusive, all subjects *except English*, are taught from Vernacular text books, the examination papers are set in the Vernacular, and the answers are given in the Vernacular. This applies to the only other subjects taught in this stage, *i.e.*, Arithmetic and Geography.

In the Middle stage, English is the medium of instruction as far as books are concerned; but explanations are given in the Vernacular.

In the High stage, English is the sole medium.

65. I give here a short summary of the work of the English Secondary schools, with the names of teachers, whose work calls for special mention.

The *Government* schools have all increased in attendance, and done well in the Examinations. Maymyo and Thazi have made a good beginning, in spite of many difficulties, the chief being the want of suitable buildings. They will be ready, I hope, by June and December of 1904. I should like to see Moulmein do better in the Entrance Examination. The High Department of the Minbu school grows slowly.

66. The following officers of the *Government* schools are specially mentioned for good work.

Mr. G. W. Bird and Saw Chin Htin, B.A., of the Government High School, Moulmein; Mr. Derry and Mr. Sherman of the Government High School, Minbu, and Mr. Smart of the Government High School, Maymyo.

67. Of the *Municipal* schools, Mergui and Tavoy have suffered owing to changes of masters, places having been left vacant for long periods. There was trouble in Shwegyin, that led to the resignation of the Headmaster. Sandoway and Kyaukpyu have suffered owing to incompetency and insufficiency of the staff; but a great change has been made in both, that will result, I hope, in better efficiency. Akyab is not nearly as advanced as it ought to be: the Headmaster needs to put much more energy into his work. The results for the past two years have been bad. Henzada needs much more effective work and supervision by its Headmaster. Paungdè has been neglected by its late Headmaster, who has betaken himself to Law. Letpadan has done well.

68. The teachers in Municipal schools specially mentioned are:—

Mr. Shillong, Municipal School, Thayetmyo; Mr. O'Hara and Mr. Theophilus, Municipal High School, Prome; Maung Po Sein, Town School, Letpadan; Maung Ba Shin, Thatôn Municipal School; Maung Shwe Zin, Mergui Municipal School; Maung Maung and Ma Saw On, Municipal High School, Bassein; Maung Po Yin, Municipal School, Henzada.

69. Of the *aided* schools—

Eastern Circle.—The work done in the aided Schools compares favourably with that done in Government and Municipal Schools. St. Patrick's School, St. Joseph's Convent and the American Baptist Mission Mizpah Hall School, Moulmein, deserve mention for good work in the Middle School Examination.

Western Circle.—The aided schools have generally succeeded in proportion to the success of the efforts made to secure qualified teachers. The American Baptist Mission Burmese School, Bassein, continues to do good work. The American Baptist Mission Sgau-Karen School, Henzada, has greatly improved in the year under report. Managers have given the officers of the department every assistance and endeavoured to carry out instructions and suggestions faithfully.

Secondary Education.

Central Circle.—Outside Rangoon in this circle, the best are the American Baptist Mission School, Zigôn, and the Roman Catholic Mission School, Thônze. The want of competent teachers has had a good deal to do with poor work in all the schools. There is, however, a distinct upward tendency in the results. This is shown much more in the work of inspection than in the actual examination results. In most of the schools a much improved staff has been secured since the examinations of the current year and better results may confidently be predicted. The managers have loyally co-operated to improve the condition of their schools.

It is pleasing to note the good work done in the Middle School Examinations by some of the aided schools.

In Rangoon St. John's College did very well.

Northern Circle.—The American Baptist Mission High School, Mandalay, has done very good work during the year. The American Baptist Mission Schools, Pyinmana and Myingyan, and S. P. G. School, Shwębo, also are worthy of mention. On the whole, aided schools have done well, and are fairly well provided with certificated teachers.

70. The managers and teachers specially mentioned are:—

Maung San Nyein, Headmaster, American Baptist Mission School, Zigôn; Rev. Father Perroy, Superintendent, Roman Catholic Mission School, Thônze. Miss. Laughlin, St. Mary's High School, Rangoon. Maung Po Ka, St. John's College, Rangoon. Miss Hughes, English Girls' High School, Moulmein; L. T. Ah Syes, American Baptist Mission Boys' School, Moulmein. Mr. Benninghoff and Maung Shwe Hman, American Baptist Mission High School, Mandalay; the Rev. D. Gilmore and Miss Peterson, American Baptist Mission, Sgau-Karen School, Henzada; Miss Barretto, Empress Victoria Buddhist Girls' School, Rangoon; Miss Taylor, Diocesan Girls' School, Rangoon; The Rev. E. Tribolet, American Baptist Mission Burmese School Bassein.

Vernacular Secondary Schools.

71. All the schools but one, which is under the Government, are under aided management. The figures have been given above.

Results of the Entrance or IXth Standard Examination—English.

Statement VI.

72. Sixteen schools passed 93 pupils this year against 128 from 15 schools last year. This is a decrease, and is very disappointing; our schools should do better. Two hundred and eighty boys and six girls went up: one girl and ninety-two boys passed. Of these 38 boys came from schools under public management; 52 boys and one girl from aided; one boy from unaided; one was a private student.

Results of the IXth Standard Examination—Vernacular.

73. Seven candidates, all from unaided schools, out of 23, passed. Last year 9 out of 19 passed.

Results of the Preparatory Entrance—English.

74. Eight schools under public management passed 83 boys out of 124, and 9 aided schools passed 157 boys and 2 girls out of 199, and 3 respectively.

Results of the VIIIth Standard—Vernacular.

75. Twenty-nine boys out of 78 passed.

Results of the Middle School Examination.

Statement VI.

76. *Anglo-Vernacular boys' schools.*—In Standards V, VI and VII, 20 schools under public management, passed 544 boys out of 933. One girl appeared, but failed; 55 aided schools passed 1,362 boys out of 2,065. Ninety-one girls appeared and 66 passed.

Out of 49 boys and one girl—private students—8 boys and one girl passed.

Vernacular.—One school under public management passed 2 boys out of 4.

Two hundred and forty-seven aided schools passed 1,041 boys and 50 girls out of 1,468 and 63 respectively. Under unaided, 276 boys and one girl appeared,

Secondary Education.

and 88 boys and one girl passed. Under Private six hundred and forty-six boys and 6 girls appeared, 120 boys and 5 girls passed.

Expenditure on English Secondary Schools for boys.

Statement IV.

77. The total expenditure rose from Rs. 6,07,947 to Rs. 6,88,359.

Provincial funds contributed Rs. 1,52,409, *Local and Municipal* Rs. 1,01,781, and *Fees* Rs. 3,33,203, and *other sources* Rs. 1,00,966.

The increase has been explained in Chapter II.

The rise in *fees* is good: there is an increase of Rs. 34,892. *This is a healthy sign.*

Primary classes included in secondary schools.

78. *It must be borne in mind that all secondary schools have primary departments consisting of one to five primary classes attached to them, and that the cost of these is included in the above figures.*

Expenditure on Vernacular Secondary Schools for boys.

Statement IV.

79. The total cost is Rs. 91,820 against Rs. 88,494 last year. All these schools are *aided* and fees go to the credit of the schools, and not of Government.

Provincial funds paid Rs. 22,436, and *Local and Municipal* Rs. 69,384.

80. The remarks of the paragraph but one above apply to these schools as well.

Analysis of Expenditure on Secondary Schools.

Statements III & IV.

81. The average cost of secondary schools for boys is, *High English* Rs. 21,852, *Middle English* Rs. 5,281, and *Vernacular High and Middle* Rs. 341.

The average cost of a pupil is Rs. 54, Rs. 36, and Rs. 5 respectively. *High* has gone up slightly, *Middle* has fallen, and *Vernacular* remains the same.

The percentage of *direct* expenditure is 36·9, *Provincial*, 16·0, *Local*, and 58·2 *Municipal.*

Private funds for *English* alone show a decrease from 65 to 63 per cent. We have no means of calculating that for *Vernacular.*

Fees in Secondary Schools for boys.

Statemetns III & IV.

82. The average fee expenditure is 25·8 for *High English* and 17·5 for Middle English. Of this *Government* contributed 32·1 and 18·8, *Local Boards* 26·9 and 20·8, and *Aided*, 23·3 and 16·5 respectively.

Scholarships in Secondary Schools for boys.

Statement IV.

83. The total expenditure is Rs. 6,816, against Rs. 6,734 last year, all paid from Provincial Funds for Middle English Scholarships.

CHAPTER VI.

PRIMARY EDUCATION.

Primary Education.

General Statistics of Primary Schools.

Statement III.

84. Schools for boys rose from 4,282 to 4,529, and the attendance from 124,899 to 133,546.

This means, that the gaps made by the promotion of boys to the Secondary stage, have been more than filled. Every division but Mandalay shares in the increase, and there the decrease is only in the number of schools.

Anglo-Vernacular Schools remain the same in number, while the attendance has gone up from 1,359 to 1,430.

The Tenasserim and Sagaing divisions show a falling off in schools and pupils, while Pegu shows a falling off in schools only, and Minbu a falling off in pupils only.

Vernacular Schools have risen from 4,264 to 4,511, and the attendance from 123,540 to 132,116, an increase of 569 over last year's figures. The Mandalay division is the only one that shows a decrease, and that is in schools only.

Stages of Primary Instruction.

85. In *Secondary* schools for boys there are 8,632 pupils against 8,128 last year in the Upper Primary, and 18,393 against 17,293 in the Lower Primary stage. In *Purely Primary* schools, there are 11,649 pupils against 10,227 last year in the Upper Primary, and 121,897 against 114,672 in the Lower Primary stage. Primary Education. Statement V.

86. *There is neither retrogression nor want of progress in Primary Education in spite of the heavy drain on it, owing to promotion of pupils, and rise in grade of Primary Schools to the Secondary stage.*

Primary Schools according to Management.

87. There are four *Government* schools against three last year, and the attendance has risen from 106 to 239. *Municipal* schools have decreased by 1, and the pupils by 94: this is due to the taking over of one school by Government. Statement III.

Aided schools have risen from 4,277 to 4,524, and the attendance from 124,665 to 133,273.

Primary Examinations for boys.

Upper Primary.

88. (*a*) *Anglo-Vernacular.*—Twenty-four schools under public and 68 under aided management sent up pupils for examination. Statement VI.

From the *boys'* schools, of the former, four girls and 1,045 boys were presented and 3 girls and 740 boys passed.

From the *girls'* schools 144 boys were presented and 116 passed from aided schools. From aided schools, 213 girls and 2,501 boys were presented, of whom 158 girls and 2,019 boys passed.

(*b*) *Vernacular.*—There is one school under public management, against none last year. It sent up 18 boys and passed 13. One thousand eight hundred and twelve aided *boys'* schools sent up, 11,786 boys and 2,032 girls, of whom, 8,141 boys and 1,445 girls passed. From *girls'* schools 347 boys passed out of 528 presented; among private students, 86 boys and 16 girls appeared and 79 boys and 14 girls passed.

Lower Primary.

(*a*) *Anglo-Vernacular.*—Twenty-four schools under public and 69 under aided managements sent up pupils for examination. In the former 1,212 boys and 7 girls were presented, of whom 1,053 boys and all the girls passed. In the boys schools of the latter 2,954 boys and 303 girls were presented, of whom 2,649 boys and 287 girls passed. From the *girls'* schools, 333 boys out of 390 passed.

(*b*) *Vernacular.*—There are three schools against none last year, under public management. They sent up 122 boys of whom 111 passed. 4,355 aided *boys'* schools sent up 60,438 boys and 19,995 girls, of whom 45,819 boys and 14,559 girls passed. From the *girls'* schools, 2,626 boys out of 3,390 passed.

There is a good rise in passes all round.

Total Expenditure upon Primary Education, including that given in Secondary Schools.

89. In compliance with Home Department letter No. 395 of May 16th, 1904, I submit a detailed statement showing the expenditure on Primary Education, including that given in Secondary Schools. The Madras method is difficult to follow, so far as the distribution of the salaries of the teachers, in proportion to the time spent by them in each department, is concerned. With us, every school has a separate teacher for each Standard, and a distinction is made between the Middle and Primary Departments. We can indicate the expenditure exactly, without taking the proportionate expenditure. The total cost on Primary Departments of Secondary Schools, and purely Primary Schools is Rs. 7,85,474 against Rs. 7,09,147 last year. Statement IV.

(*a*) Toward the former *Provincial* Funds paid Rs. 72,834 against Rs. 57,976; *Local* Rs. 30,117 against Rs. 29,440; *Municipal* Rs. 59,900 against Rs. 59,331; *Fees* Rs. 1,79,564 against Rs. 1,57,548; and

Primary Education.

Other Sources Rs. 51,229 against Rs. 46,840. The average cost of educating each pupil is 14·6.

(*b*) Toward the latter, *i.e.*, *Purely Primary* Schools, *Provincial* Funds contributed Rs. 1,15,975 against Rs. 94,369; *Local* Rs. 1,98,819 against Rs. 1,89,014; *Municipal* Rs. 47,890 against Rs. 46,852; *Fees* Rs. 21,406 against Rs. 20,084; and *Other Sources* Rs. 7,740 against Rs. 7,693. The average cost of educating each pupil is 2·9.

General Remarks on Primary Education.

90. A great advance has been made towards the encouragement of Vernacular Primary Education, by the improvement in the terms offered to Managers, who open schools in parts where schools have not been opened. The revised Chapter V of the Code is a distinct advance: I hope that the proposals now before the Government will be sanctioned, and contribute to a still further advance.

Temporary salary-grant system.

91. The improvement in the status of the Itinerant Teachers, will tell very favourably on Vernacular Primary Education. We shall now get a set of men, who will be more content to remain. Hitherto, we have had great difficulties to contend against, owing to the readiness with which these men resigned.

Itinerant teachers.

92. The new Vernacular Curriculum will bring about a healthy change in the studies pursued in Vernacular Schools, a start has been made, in the direction of training teachers, who will be capable of introducing it; and the necessary Text-books, and Teachers' Manuals are being prepared.

Vernacular curriculum.

93. *Eastern Circle.*—There is an increase of 9·48 per cent. in schools, and 6·88 in pupils. 60 new schools have been added, and the attendance is 23,458. Thatôn alone shows a decrease. For the first time, Vernacular Schools in the Southern Shan States have been brought on the register.

Western Circle.—There is an increase of 1·21 per cent. in schools and of 5·11 in attendance. 15 Primary Schools have been added, and the attendance has increased by 1,780. Akyab and Bassein show a decrease in schools, and Kyaukpyu and Thôngwa in attendances.

The Inspector of Schools remarks:—

"The number of indigenous schools, and the attendance in them have increased. But some of the districts would show much more progress, if they were divided, and given two Deputy Inspectors each."

Central Circle.—There is an increase of 7 per cent. in schools, and 5·75 in pupils. Minbu and Magwe show decreases in schools, and Prome in attendance. Pakôkku, since it was divided, shows a decided increase. There has been the usual leakage, but it has been more than compensated by the new schools brought on the list.

Northern Circle.—There is an increase of 7·3 per cent. in schools, and 12·18 in attendance. 70 new schools and 2,760 pupils have been added. The increases would have been still larger, but for the poor progress shown in Bhamo.

94. To secure even better progress, it will be necessary to increase the number of Deputy Inspectors, and of Itinerant Teachers in some of the districts. This will be referred hereafter, for orders. It has been invariably found that such increases have led to considerable increase in Vernacular Primary Education.

Temporary Salary-grant System.

95. We have 82 Managers under this system at work. It is doing much to extend Vernacular Primary Education, with the help of trained and certificated Managers.

Expenditure on Primary Schools for boys.

Statements III and IV.

96. The total expenditure is Rs. 3,91,830 against Rs. 3,58,012 last year. *Provincial* Funds contributed Rs. 11,145 to schools under *Public*, and Rs. 1,04,830

to schools under *Aided* management. *Local* Funds gave Rs. 1,98,819, *Municipal* Rs. 47,890, *Other Sources* Rs. 7,740, and *Fees* Rs. 21,406 against Rs. 20,084 last year. Primary Education.

Anglo-Vernacular Schools cost Rs. 48,734, and *Vernacular* Rs. 3,43,096, a rise over last year of 5 and 10 per cent. respectively. *Public* and *Private* Funds show an increase of 10 and 5 per cent. respectively. The average cost of each Primary School for boys is 80 from *Public* and 6 from *Private* Funds, and that of each pupil 2·8 and ·2 respectively. The percentage of *Direct* expenditure is *Provincial* 24·5, *Local* 78·8, *Municipal* 21·3.

Fees in Primary Schools for boys.

97. The average fee expenditure per pupil is 9·44 in schools under *Public* management and ·14 under aided management. Statements III and IV.

CHAPTER VII.

TRAINING SCHOOLS.

Resolution of the Government of India.

98. I call special attention to the views of the Government of India, on the question of training Teachers, and of the position that the Training Schools should hold. Training schools.

[Government of India Resolution No. 199—211, of 11th March 1904.]

Before the next Quinquennial revision of the Code, it will be necessary to summon a conference of those interested in Training Schools, to consider the whole position as to curriculum, salaries of teachers, and conduct of the examinations.

Training Schools for Masters.

99. There are eight Training schools with 473 pupils, against 6 last year with 357 pupils. The Aided Schools remain the same, though the attendance has increased by 11. Two more Government Schools, Rangoon and Akyab, have been opened, with an attendance of 103 pupils. Statement III.

Training Schools for Mistresses.

100. The number of Schools remains the same, but the attendance has decreased by 1. They are all Aided. Statement III.

General Remarks.

101. Proposals have been submitted for the abolition after December 1906, of the '*untrained teachers*' certificate examination. The teachers, who gain these certificates, without any training, and by merely cramming a certain number of text books for examination, have not only been found useless, but the system has afforded a dangerous loop-hole for avoiding the training that Training schools give.

The examination must still be held for Vernacular candidates; but will, I hope, be abolished for Anglo-Vernacular.

For teachers, a course of training in a Training school, is essential.

The question has also arisen as to what ought to be done to give those who have their 'Untrained Teachers' certificates an opportunity of attending a Training school, for a year, at the least. Proposals have been submitted on this question.

Analysis of Attendance.

102. There are 166 Anglo-Vernacular Secondary and 254 Vernacular Secondary, 158 Anglo-Vernacular Primary, and 64 Vernacular Primary Students, attending the Government and Aided Training schools.

Expenditure in Training Schools for Masters.

103. The total expenditure is Rs. 56,160, an increase of one per cent. Rs. 39,613, and Rs. 12,687 respectively were contributed from *Provincial* Funds for *Public* and *Aided* schools, *other sources* contributed Rs. 3,860. Statement IV.

Training Schools.

Expenditure in Training Schools for Mistresses.

Statement IV.

104. The total expenditure is Rs. 11,388, a decrease of 9 per cent. All the schools are *Aided*, and received Rs. 11,184 from *Provincial* Funds, and Rs. 204 from *other sources*.

Analysis of Direct and Indirect Expenditure.

105. (*a*) Salaries of masters are Rs. 27,243, *i.e.*, Rs. 24,082 in *Public* and Rs. 3,161 in *Aided* schools. *Mistresses* received Rs. 4,223.

(*b*) *Capitation grants* amount to Rs. 530 for *masters*, and Rs. 520 for *mistresses*—all in *Aided* schools.

(*c*) *Stipends* amount to Rs. 20,728 for *masters*, *i.e.*, Rs. 12,104 in *Public*, and Rs. 8,624 in *Aided* schools, and Rs. 7,028 for *mistresses*.

(*d*) *Buildings* cost Rs. 79,342 against Rs. 7,582 last year; owing to the erection of the new buildings for the Government Normal School, Mandalay.

Statement VI.

Passes.

106. The following are the passes in the final examinations:—

I.—Trained Teachers' Certificates.

(*a*) *Anglo-Vernacular, Secondary.*—Twenty against 9 last year.

Vernacular, Secondary.—Fourteen against 42 last year.

Masters. *Anglo-Vernacular, Primary.*—Twenty-one against 19 last year.

Vernacular, Primary.—Twenty against 37 last year.

(*b*) *Anglo-Vernacular, Secondary.*—One pass this year and last.

Mistresses. *Vernacular, Secondary.*—Three against 23 last year.

Anglo-Vernacular, Primary.—None against 2 last year.

Vernacular, Primary.—Nineteen against 6 last year.

107. The passes are not good, and I do not regret the failure. It will do good.

The failures have been due to three causes:—

(*a*) a pernicious habit of rushing pupils, and allowing them to appear for the Final Examinations before their last year in School;

(*b*) inattention to the rules that requires students to gain for a pass a certain percentage of marks in that very important subject "Notes of Lessons";

(*c*) a bad habit that has sprung up, of allowing pupils to cram a set of lectures prepared by the teachers, instead of making them study the text books carefully and systematically.

Steps have been taken to prevent these in future.

II.—Untrained Teachers' Certificates.

Higher grade, Anglo-Vernacular.—Eight passes against 4 last year, all teachers.

Anglo-Vernacular, Secondary.—Forty-four passes against 26 last year; 39 teachers, 4 Deputy Inspectors and 1 clerk.

Vernacular, Secondary.—Twelve against 83 last year. Three teachers, 1 pupil, 1 School Manager, and 7 pupil teachers.

Anglo-Vernacular, Primary.—Forty-seven passes against 16 last year. 42 teachers, 3 students, 1 clerk, 1 unemployed candidate.

Vernacular, Primary.—One-hundred and sixty-one passes against 89 last year. One teacher, 31 Assistant Teachers, 110 School Managers, 12 students, 3 pupil teachers, and 4 unemployed candidates.

There were no *Tamil* or *Urdu* passes by any Vernacular grade. The half salary grant system is having the effect of inducing teachers, who were hitherto indifferent, to qualify.

Pupil Teachers.

108. Out of 623 pupil teachers at work 125 were in their 3rd year of training, of these only 8 passed. Taking all three years 272 out of 623 passed. Training Schools.

This is not a good result. It is partly due to the examination which was a somewhat stiff one, no grace marks being allowed, and because of the want of attention to Notes of Lessons. The fault is also that of the Managers who do not take pains to prepare the Pupil-teachers under them for examination. The passes in the 1st and 2nd years are much better.

Certificated Managers and Assistants.

109. There are 526 certificated Managers and 192 certificated Assistants at work in the four Circles, against 367 and 56 respectively last year.

This rise speaks well, and is shared by all the four Circles, and by Burman and Karen Schools. Tamils have not advanced. There are only four Managers, against seven last year, and no assistants.

Teachers in Government and Aided Schools for mention.

110. Mr. Pinto of the Government Normal School, Mandalay, and Maung Ba Kin of the Government Normal School, Toungoo, are mentioned for good work.

Mr. Simon of the Government Normal School, Moulmein, has done good work, as hitherto.

CHAPTER VIII.

TECHNICAL EDUCATION.

General Statistics of Technical Education.

111. As hitherto, Technical Education has been taken up in the Province, on a very limited scale only. It yet remains to be seen what will be the outcome of the 'Clibborn Industrial Commission,' of the scheme for the trifurcation of studies, and of the proposals for enlarging the scope of the Government School of Engineering, Insein, and making it a School for Mechanical and Electrical, as well as Civil Engineering. Technical Education.

112. Exclusive of Survey Schools we have four Technical Schools managed by Government, with 184 pupils, namely, two Engineering and apprentice schools with 75 pupils, a Reformatory school with 79 pupils, and one other school with 30 pupils. Statement III.

We have no technical schools managed by Local or Municipal Boards. Under private management we have three technical with 81 pupils and 18 other schools with 541 pupils making a total of 21 schools and 622 pupils against 24 schools and 701 pupils last year.

We have no Commercial School, or "School of Art." Anglo-Vernacular Kindergarten Schools have decreased by one and the pupils by 36. The newly started Infant classes account for this decrease. 'Industrial' Schools are one less and the pupils 14 less, owing to the closing of the Chinese School at Mandalay. These schools are poorly attended, and are really only Industrial classes attached to Schools.

113. Hitherto this has been taught in the Government Normal School, Moulmein only, but it has been now introduced in all of the Government Normal Schools, and in three aided Normal Schools for boys. The Report is on Moulmein only, as the others have not had a full year's work as yet. *Hand-and-eye training.*

In Moulmein there were 45 Normal and 225 High School pupils in this Department, learning paper-folding, paper-colouring, card-board modelling, clay modelling, and wood-work.

The results of both the Standard and Final Examination are good. Mr. Bird, the Officiating Principal, Mr. Dender, the Drawing and Slöjd Master, and his assistant Maung Ba Si, have done good work.

114. (*a*) 26 *Anglo-Vernacular* schools sent up 2,398 pupils in Standards I—VII inclusive and passed 1,105. Five Government, 11 Municipal, and 10 aided Schools teach this subject. *Drawing.*

Technical Education.

There is a good increase in all Standards, except Standard III, in which very few pupils are presented and very few pass.

(*b*) 14 *Vernacular* schools presented 356 pupils and passed 220, a decrease on last year. The Drawing examination is being made a more thorough one each year. Hitherto, the passes have been too easily gained. As last year, there is no Drawing taught in the Western Circle.

Teachers' drawing certificate.

115. (*c*) Teachers from all the circles came up for this examination; 10 out of 138 obtained the mark 'Excellent' in the Primary and four out of 83 in the Secondary grade test. The Western Circle gained no 'Excellent.'

The question of drawing in this Circle needs the attention of the Inspector of Schools.

Vocal music.

116. Twenty-one schools take up this subject. There are 76 passes in the Infant Standard, 533 in Standards I and II combined, and 375 in Standards III and IV combined, and 289 in Standards V, VI and VII combined.

Kindergarten.

117. (*a*) *Anglo-Vernacular* have 571 pupils and passed 518 by the 1st and 2nd year. The number of pupils is less, but the passes are more.

(*b*) In *Vernacular* schools 'Kindergarten,' Object Lessons, and Thinbongyi are taught in the Infants 1st and 2nd Standards, all Nationalities teach these subjects. 1,047 Burmese, 214 Karen, (far too small a number)—25 Tamil, 41 Talaing, 18 Mahomedan, 2 Kachin, and 2 Shan schools taught these subjects. 5,460 girls and 6,861 boys passed in these subjects,—a considerable increase on last year, which is shared by all Circles, and can be easily maintained year by year, if the Deputy Inspectors of Schools are strict in enforcing the curriculum.

Burmans are apt to think that a study of these subjects is a waste of time. They think that their children are learning nothing unless they are doing Reading, Writing and Arithmetic.

In the case of the Karens, these subjects are neglected, because they have a pernicious custom of teaching a miserable smattering of English, which has all to be unlearnt, in their vernacular schools, and they think that the teaching of these subjects interferes with that. In this matter, I fear they are encouraged, because I have frequent applications from Anglo-Vernacular Karen Schools to put boys from the Vernacular Schools straight into Standards III and IV, on the score that they have already learnt English. I invariably reject, and intend to reject, such applications.

Infant Standards are not compulsory; but the three subjects mentioned above are compulsory in Standards I and II, and no passes can be given, unless the pupils pass in them. The attention of the Inspectors, Assistant Inspectors and Deputy Inspectors (Karen) is called to this.

Weaving and lace-making.

118. No Anglo-Vernacular Schools take up weaving; it is found in the Vernacular Schools only, and those are all in the Northern Circle. They presented 518 pupils for the IVth, 263 for the Vth, 121 for the VIth, and 11 for the VIIth Standard, and passed 437, 221, 103, and 11 respectively.

Lace-making is taught in two Anglo-Vernacular Schools only, *viz.*, Prome Road Industrial School and St. Mary's S. P. G., both in Rangoon.

Fifty-five pupils passed in Standards IV to VII inclusive, out of 56 presented.

Weaving and lace-making should be taught in all the Training Schools for women.

Needlework.

119. This subject is allowed together with Domestic Economy and Hygiene as an alternative to a second language for girls who do not intend going up for the Entrance Examination.

It is an optional in Girls' Schools. We have no figures to show what has been done. I intend to furnish them hereafter.

Cutting out and dress-making.

120. These very important subjects are sadly neglected in the European Girls' Schools.

Technical Education.

I wonder that parents do not insist upon lace-making, needlework, cooking, cutting out and dress-making being made a compulsory part of the education given in European Girls' Schools. For the large majority of girls, and indeed for all of them, these subjects are of much more importance in life, than Euclid and Algebra, Latin and French.

The Government offer liberal aid in the shape of half salaries for the teacher, and grants for passes. Only one school, however, *viz.*, the Prome Road School, took up cutting out and cooking; 29 pupils passed in the former and 29 in the latter.

Industrial.

121. The Bghai-Karen School at Toungoo is the only one, that attempts anything in this line, and that only on a very small scale, hardly worth recognition. Four pupils passed in printing, four in book-binding, none were presented in any other subject. Even in printing and book-binding, it is evident that pupils do not continue their work.

The Reformatory School at Insein takes up, tin-work, carpentry, and cane-work, and really good work is done. The annual examination in these subjects is conducted by expert outsiders, and they report very well on the work. Twenty-five lads passed in tin-work, 17 in carpentry, and four in cane-work, by Standards IV to VII inclusive.

European apprentices.

122. We have 29 apprentices at work against 25 last year. They are employed at six recognized work-shops. I hope that in time, when the Government School of Engineering, Insein, is remodelled, it will be possible to have all our apprentices sent to it for training. The present system is not altogether satisfactory.

At Insein nine apprentices attend the special classes for Mensuration and Geometrical Drawing. They were examined. One sent in no paper at all for Geometrical Drawing. The Examiner's Report is not satisfactory. The work was found inaccurate and wanting in neatness.

Of the 30 boys in the Karen apprentice class 25 appeared on the first day, and 24 on the second for examination.

'English Reading' was poor; 'Purport' was good; 'Dictation' was poor; 'Translation of Burmese into English' was good; and 'Conversation' was good.

Survey Schools.

123. The following is the brief report sent by the Director of Land Records and Agriculture:—

Number of schools.

"The number of schools in the province continues at 18. The school session commences on the 1st May and lasts 12 months.

Schools opened or closed in the year.

2. There were no new schools opened nor old schools closed in the year.

Examinations.

3. At the Syndicate Examination of April 1903, the number of candidates from Government Survey Schools who succeeded in passing in Surveying, Revenue Law and Arithmetic were, respectively, 301, 176 and 92, or 71 per cent., 43 per cent., and 22 per cent. of the total number presented in each of these subjects. The results of the examination in surveying were highly satisfactory; they were also good in Revenue Law, showing a considerable improvement on last year; in Arithmetic the results were disappointing. The schools that did particularly well in surveying were Insein, Bassein, and Prome. Judged by the percentages of passes the following schools did very well, *viz.*, Akyab, Ma-ubin, Henzada, Moulmein, Katha, Sagaing, and Meiktila. The Kyaukpyu and Mandalay Schools were unfortunate. The "Clancey" medal for proficiency in surveying was again won by a pupil of the Prome School. The centres for examination have now been reduced by the Educational Syndicate to the headquarters of divisions alone, eight in number.

Inspections.

4. All but eight schools were inspected by the Director or Assistant Director of Land Records and Agriculture. Of those visited, also, in three instances the students could not be examined in field-work owing to various causes. In both their indoor studies and outdoor surveys the students on the whole showed aptitude, and the teaching generally was good.

General condition of the schools.

5. There were 452 pupils on the rolls of the school on the 31st March as compared with 509 on the corresponding date the year before. There was a marked falling off in Bassein, while in Ma-ubin the attendance is still comparatively small. As a rule, where schools are indifferently attended the cause may be usually traced to want of proper supervision, and of interest in the institutions by those immediately responsible for their welfare. In most cases the Superintendents paid frequent visits to the schools and helped the students in their studies.

Technical Education. Pakôkku is the only centre where a school exists, at which there is yet no Superintendent of Land Records stationed, and the work of looking after the school here thus devolves upon the Deputy Commissioner alone. The condition of the schools generally is satisfactory and nearly all are well attended. The numbers in the schools are now limited to 35 and at the close of the year of report in not a single instance was this number exceeded. Where applications are numerous the excess numbers are referred to adjoining schools, but do not always proceed there."

124. *Government School of Engineering, Insein.*

Teaching staff. I have to report continued good work in the staff, and no changes.

Students. At the end of the year there were 32 boys in the school, divided as follows :—

	First year	*Second year.*
Upper subordinates	12	7
Lower subordinates	10	3

All except the 'new boys' sat for the examination. Correctly, the Lower Subordinate Class of the second year had five boys, but two failed in their first final.

The final examination of the Lower Subordinate Class was held in December instead of in March, and the term opened in January. This was done in the hope of attracting more students to the Lower Subordinate Class by holding it open to the boys who had just undergone their VIIth Standard examination. Hitherto, the VIIth Standard boys who wished to join this school had the alternative of waiting until June or of going on to the VIIIth Standard. More of them naturally accepted the latter. The experiment seems to have succeeded, for ten new boys 8 of them Burmans and Karens, have joined the Lower Subordinate Class, whereas the best of former years had only 5 or 6. This class has just been recommended for abolition; but, perhaps, it would be just as well to reconsider the proposal, and to give this class a place in the reorganized scheme as a separate Lower School affiliated to the Higher, as the Bihar School of Engineering, and the Dacca Survey School, are to the Sibpur Engineering College or the experiment may be extended for another year or so.

Efficiency of students. This continues good, and if it has not advanced, it has certainly not retrogressed.

The Lower Subordinate Class shews the following results :—

First year.—Five students presented. Three passed with 63, 62 and 60 per cent. respectively. Two failed with 42 and 43 per cent. respectively. One student was re-admitted as a first year boy.

Statement VI. *Second year.*—Two students presented. One passed with 64 per cent. and the other failed (in Mathematics only) with 54 per cent.

The record of the Upper Subordinate Class is as follows :—

First year.—Twelve examined, 11 passed. The percentages of the first six were, respectively, 72·9, 72·6, 70·5, 69 2, 69·2, and 60·9.

Second year.—Seven presented, 5 passed. The percentages of the first three were, respectively, 69·3, 64·8, and 62·7. The first two obtained the Higher Standard certificate. One lad failed only in Mathematics and that by 1·6 per cent.

Individual results are very good, as may be seen from the following :—

SCORING ABOVE 90 PER CENT.

Upper Subordinate, *First year.*

A. M. Ragoo	Statics	100
	Drawing	100
Lal Bahadur	Arithmetic	95
	Euclid	92
	Mensuration	90
	Statics	100
Anand Singh	Mensuration	95
	Trigonometry	90
	Practical	93
	Surveying	
T. G. Naidu	Euclid	95
	Statics	100
	Building Materials	95
San Tun Kaing	Algebra	94
	Euclid	92
	Statics	95
Ba Tè	Statics	95
N. L. Munshi	Statics	90

				Upper Subordinate, *Second year.*	
Wah Yorn	...	...	Buildings	...	90
			Roads	...	90
			Estimating	...	90
			Theoretical	...	90
			Surveying	...	
Po Tun	...	...	Buildings	...	100
J. Doog	...	...	Materials and Construction	...	90
			Buildings	...	100
			Bridges	...	90

Instances of scoring above 85 per cent. would fill up too much space. There has been a marked improvement in Mathematics.

Financial statement.

The total expenditure from Provincial funds in 1903-04 was Rs. 10,120, and from fees and endowments Rs. 1,429.

This works out to about Rs. 361 (or Rs. 316 from Provincial Funds) per annum per student, and compares very favourably with the outlay in other Engineering Institutions. In 1902-03 the total expenditure from Provincial Funds was Rs. 9,069 and from fees and endowments Rs. 1,411 and there were 27 students, the cost per student being Rs. 388 (or Rs. 336 from Provincial Funds) per annum.

The school fees collected in 1903-04 amounted to Rs. 1,316 against Rs. 1,180 in 1902-03.

Result of the Examination.

Class of Examination.	Number of Examinees.	Number passed.	Race or Creed of Passed Scholars.									Remarks.
			European or Eurasian.	Native Christians.	*Hindus* Brahman.	*Hindus* Non-Brahman.	Mahomedan.	Buddhists.	Parsis.	Others.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13
Upper Subordinate, 1st year.	12	11	...	1	...	4	...	3	...	3	11	
Upper Subordinate, 2nd year.	7	5	1*	...	...	...	1	3	...	...	5	
Lower Subordinate, 1st year.	5	3	...	1	...	...	...	2	...	...	3	
Lower Subordinate, 2nd year.	2	1	...	*	...	...	...	1	...	...	1	
Total ...	26	20	1	2	...	4	1	9	...	3	20	

* One failed in Mathematics only.

Expenditure on Technical Institution.

Technical Education.

125. The total expenditure is Rs. 59,421 against Rs. 45,604 last year. Statement IV.

(*a*) The *Government School of Engineering*, Insein, and the *Apprentice* School received Rs. 13,502 from *public* and Rs. 1,429 from *private* funds.

(*b*) *Industrial* education received Rs. 698 from *public* funds.

(*c*) *Other schools* received Rs. 30,975 from *public*, and Rs. 12,817 from *private* funds. Under this head are included the Reformatory School, Insein, and the Kindergarten Schools.

Scholarships in Special Schools.

126. *Provincial* Funds paid Rs. 578 and *other Sources* Rs. 122. This latter amount is drawn from the Maung Ohn Ghine Fund. Statement IV.

CHAPTER IX.

FEMALE EDUCATION.

Number of girls under Instruction.

Female Education.

127. The number of girls in Public Institutions is 43,017 against 38,492 last year. There is an increase of 5 per cent. last, and there is an increase of 12 per cent. this year. There is Female Education. Statements I and III.

Female Education.

an increase in every Department but Arts Colleges, in which there is a decrease of 4. The increase is shared by every division. In Public Institutions *for girls*, there are 11,262 girls and 6,609 boys; and in those *for boys* there are 31,755 girls or 74 per cent. In Private Institutions there are 4,449 girls, making in all a total attendance of 47,466 girls under instruction, 4,849 more than last year. The increase last year was 2,485.

Race and Creed of girls under Instruction.

Statement III.

128. In *Secondary English* Schools *for girls*, there are 1,496 Europeans and Eurasians, 227 Native Christians, 1 Brahman, 3 non-Brahmans, 9 Mahomedans, 383 Buddhists, 13 Parsis, and 50 others.

In *Secondary Vernacular* Schools *for girls*, there are 1 European and Eurasian, 556 Native Christians, 10 non-Brahmans, 73 Mahomedans, 1,256 Buddhists, 2 Parsis, and 16 others.

In *Primary* Schools for girls there are 91 Europeans and Eurasians, 974 Native Christians, 1 Brahman, 73 non-Brahmans, 339 Mahomedans, 11,694 Buddhists, 1 Parsis, and 44 others.

Stages of Instruction of girls in non-European Schools.

129. There were 17 in the High, 396 in the Middle, 3,228 in the Upper Primary and 37,481 in the Lower Primary stage, a total increase of 12 per cent.

Girls in Colleges and Special Schools.

Statement I.

130. There are 5 girls against 9 last year in Colleges, 191 against 160 in Training Schools, 70 against 49 in Technical and Industrial Schools, and 291 against 306 in 'other' Schools.

Secondary Schools for Girls—English and Vernacular.

Statements III and V.

131. All the girls are found in Aided Schools. There are 20 English and 26 Vernacular Secondary Schools, with an attendance of 2,182 and 1,914 respectively.

The High Schools rose from 69 to 79,
Middle Schools from 564 to 620,
Upper Primary from 955 to 974, and
Lower Primary from 1,999 to 2,423.

Primary Schools for girls.

Statement III.

132. These schools are all aided, they are 396 in number, with an attendance of 13,217 pupils, an increase of 19 and 22 per cent. respectively.

In these schools there are 4,996 boys. The number of girls in Primary Schools for boys is 27,080, making a total of 35,301 girls under instruction in Primary Schools.

Passes for girls.

Statement VI.

133. None passed the B.A., one the F.A.

(*a*) Seven Aided Secondary Schools sent up one boy and 31 girls for the Entrance, and 11 girls passed. From Secondary Schools for boys four girls were sent up and one passed.

Under public management two girls in Secondary Schools for boys appeared, and both failed.

Two Teachers appeared, and one passed, four private students appeared, all of whom failed.

The total number of passes is 13 against 23 last year.

(*b*) For the Preparatory Entrance 22 passed against 23 last year, and all came from six Aided Secondary Schools.

From schools for girls, three boys and 22 girls were presented, of which two and 20 respectively passed. From schools for boys, three girls were sent up and two passed.

(*c*) In the Middle Stage, *Anglo-Vernacular*, 20 Aided Schools passed 297 girls, 231 from girls' and 66 from boys' schools and 295 girls were presented from the former: 25 boys out of 39 passed from the former.

(*d*) On the *Vernacular* side, 25 Aided Schools passed 133 girls, 83 from girls' and 50 from boys' schools, 109 were presented from the former: 40 boys passed from the former. Female Education.

(*e*) In the Upper Primary Stage, *Anglo-Vernacular*, 24 Aided Schools, passed 439 girls, including three girls from Public School 278 from girls' and 161 from boys' schools, 378 were presented from the former: 116 boys passed from the former.

(*f*) On the *Vernacular* side, 171 Aided Schools passed 1,851 girls, 406 from girls' and 1,445 from boys' schools, 581 were presented from the former: 347 boys passed from the former.

(*g*) In the Lower Primary Stage, *Anglo-Vernacular*, 25 Aided Schools passed 811 girls, including seven girls from Public School 517 from girls' and 294 from boys' Schools, 581 were presented from the former: 333 boys passed from the former.

(*h*) On the *Vernacular* side 384 Aided Schools passed 18,886 girls, 4,327 from girls' and 14,559 from boys' schools, 5,685 girls were presented from the former: 2,626 boys passed from the former.

Expenditure on Schools for Girls.

134. The total expenditure is Rs. 1,98,032 against Rs. 1,88,892 last year. All the Schools are *aided*. Statement IV.

Provincial Funds paid Rs. 35,237, *Local and Municipal* Rs. 55,315, *Fees* contributed Rs. 72,094 against Rs. 66,387 last year, and *other sources* Rs. 35,386.

Anglo-Vernacular Secondary Schools received Rs. 1,39,413, or an increase of 1 per cent.

Vernacular Secondary Schools received Rs. 9,323 or an increase of ·2 per cent.

Anglo-Vernacular Primary Schools received Rs. 13,228, or an increase of 133 per cent. *These include the attached Primary Departments.*

Vernacular Primary Schools received Rs. 36,068 or an increase of ·01 per cent.

135. To purely Primary Schools for girls, *Provincial* Funds paid Rs. 15,526, *Local and Municipal* Rs. 23,083, *Fees* Rs. 9,861, and *other sources* Rs. 826.

The percentage of *Direct* expenditure from *Public* Funds on *Secondary* and *Primary* Schools for girls, is 9·5 against 10·6 last year.

The average cost of a Primary School for girls is 97·5 from *Public* and 27 from *Private* funds.

The average cost per pupil is 3 and ·8 respectively.

General remarks on Female Education.

136. *Eastern Circle.*—The number of girls in Public Schools of all kinds rose from 6,787 to 8,033. The number of girls under training in the American Baptist Mission Morton Lane School, and those attending Kindergarten Schools shows a slight decrease.

Toungoo has comparatively few girls' schools; 88 per cent. of the girls under instruction attend boys' schools.

Mergui is the most backward district in female education.

Primary Schools for girls have risen from 42 to 53, and the attendance from 1,622 to 2,487. Thatôn shows a decrease in the number of schools.

Western Circle.—The number of girls in public schools has increased from 8,199 to 9,498.

Girls' Schools managed by women are increasing. Arakan alone shows very little advance.

Primary Girls' Schools have risen from 40 to 68, and the attendance from 1,579 to 2,185. Henzada and Thôngwa show a slight decrease.

Central Circle.—The number of girls in Public Schools rose from 13,613 to 14,895. There is a slight decrease in Collegiate and Secondary Education, but a good increase in Training Schools. Prome and Pakôkku show a falling off, due in the former to the gross neglect of the Deputy Inspector of the Schools, who has since resigned.

Northern Circle.—The number of girls in Public Schools rose from 3,363 to 3,824.

Female Education.

Primary Girls' Schools show a satisfactory increase. Sagaing shows a decrease, so do Mandalay district, Mandalay Town, Bhamo and Myingyan. The decrease in Mandalay Town, which has a woman Itinerant Teacher is not satisfactory. On the whole there is an increase of 18 schools and 286 pupils.

CHAPTER X.

EUROPEAN EDUCATION.

European pupils according to their attendance at schools for Europeans and non-Europeans.

European Education.

137. The attendance of European and non-European pupils in schools for Europeans was 2,161 in the former and 270 in the latter.

In schools for non-Europeans there were 1,137 European pupils.

The increase in the number of European pupils is from 3,119 to 3,298.

There are 33 schools for Europeans.

Some of them take non-European pupils, such as Parsis, Jews, Armenians, and Native Christians. The terms of registration throughout the Province are being looked into and insisted on, and by degrees those pupils who have no right to be in European schools, are being withdrawn.

Examinations for admission to the Public Service.

138. No Europeans passed for the Myoôkship examination. Schools in Burma do not as in India specially prepare pupils for the public services in India or Burma.

Progress of European Education.

139. There is a rise of 6 per cent. In Arts Colleges the attendance has fallen from 25 to 20; and that of women in Training schools has fallen from 27 to 24; and other schools show a decrease of 5; but under every other head there is a rise.

Comparative Statistics of Secondary and Primary Schools for Europeans.

140. There are 19 Secondary schools with 1,947 pupils, and 4 Primary schools with 141 pupils.

Passes of Europeans at Public Examinations.

Statement VI.

141. Three passed the B.A.: P.C. Trutwein from the Rangoon College heading the Honours list in English in the 1st Division. Two passed the F.A., against 6 last year, 13 boys and 12 girls passed the Entrance, 33 boys and 17 girls the Preparatory Entrance, 231 boys and 201 girls the Middle stage, 219 boys and 200 girls the Upper Primary and 379 boys and 351 girls the Lower Primary. The Middle and Lower Primary stages show an increase. The Upper Primary, Preparatory Entrance, Entrance, and F.A. a decrease.

Expenditure on Schools for Europeans.

142. The total expenditure is Rs. 1,46,811 against Rs. 1,44,396 last year.

Provincial Funds paid Rs. 18,578, *Local* Rs. 748, *Municipal* Rs. 24,309, *Fees* Rs. 67,506 against Rs. 65,557 last year, and *other sources* Rs. 35,670.

Provincial Funds show an increase of ·7 per cent., *Fees* and *Other sources* of 3 and 8 per cent. respectively. *Local* and *Municipal* Funds show a decrease of 41 and 7 per cent., respectively.

Rupees 1,41,698 were spent on *Secondary*, Rs. 5,113 on *Primary* schools; Rs. 15,223 on *special* education, Rs. 752 on *Scholarships*, Rs. 11,660 on *Buildings*, Rs. 3,000 on *Furniture and apparatus*, Rs. 150 on *Special Grant to Cadets.*

The average cost of each pupil in *Secondary and Primary Schools* for *Europeans* is 20·9 from *Public*, and 49·4 from *Private* Funds.

CHAPTER XI.

MAHOMMEDAN EDUCATION.

Progress of Mahommedan Education.

143. There are 10,475 Mahommedans under instruction against 9,733 last year. Mahommedan Education. Statement III.

Mahommedans in Public Institutions.

144. Of the above 5,692 are in Public and 4,783 in Private Institutions: 9 in Arts Colleges, 1,747 in Secondary, and 3,902 in Primary schools. Statement III.

General Remarks.

145. In the *Western* Circle of the actual number of pupils in attendance 1,563 learn Urdu; the rest learn Burmese, and join in Burmese schools: 909 are in *Public* and 651 in *Private* schools in Akyab, and 3 are in *Private* schools in the Kyaukpyu district.

In the *Northern* Circle, Mandalay Town and the Shwebo and Yamèthin districts divide the 15 schools and 625 pupils between them.

The *Eastern* and *Central* Circles call for no special remark.

146. The only Anglo-Vernacular schools, Public or Private, is the Madrassa Islamia of Rangoon, with 73 pupils. Its success is doubtful.

The Public Vernacular Secondary and Primary number 86, an increase of 2, with 2,532 pupils, an increase of 346. These are found in the Akyab district, Rangoon Town, Mandalay Town, the Shwebo district, and for the first time in the Yamèthin district.

The number of schools in the Akyab district declined by 6, but the pupils increased by 17. This district has 66 schools out of a total of 86 for the Province.

There is an increase of 21 Koran schools, and of 478 pupils in them. These are all Private.

Passes gained by Mahommedan Pupils.

147. Nine passed the Entrance Examination. 140 boys and no girls passed by the Middle stage, 376 boys and 15 girls by the Upper Primary, and 1,557 boys and 203 girls by the Lower Primary. There is an increase in each of these three stages. Statement VI.

CHAPTER XII.

EDUCATION OF SPECIAL CLASSES.

Education of Native Chiefs and Noblemen.

148. As last year, we have only one school, namely, that for the sons of *Sawbwas* at Taunggyi, in the Southern Shan States, of which Mr. Gordon is the Head Master. This school continues to be popular. It has 82 pupils, of whom 4 are minor Chiefs, several are heirs-apparent to Chiefs, and the rest relatives of Chiefs, or sons of officials. The *Sawbwa* of Hsipaw, Northern Shan States, has placed his son, and 9 other lads, in the school. The tone and discipline have been good. Education of special classes.

The school has four standards, and the results of the annual examination were good.

The Superintendent, Southern Shan States, takes the keenest interest in the welfare of the school. I cannot speak too highly of the work done by Mr. Gordon. I regret to say, that we shall shortly lose his services, as he reverts to his own line.

Education of backward classes.

149. There is an increase of 104 Public Institutions and of 4,277 pupils.

Private Institutions have gone up by 73 and attendance by 539.

Public Institutions under Public management are for Chinese, Shans and Chins. There is one school for each; and the attendance in each has risen.

Education of special classes.

Public schools under private management are 25 in number, one more than last year. They are for Karens, Tamils and Telugus, Chinese, Shans and Chins. There is one more Chin school, but the attendance has fallen in them from 82 to 36. The American Baptist School started at Haka, with a building equipment and salary-grant from Government in July 1900, is a failure. It has only 3 pupils. They were examined by Standard I, and only one passed.

Indigenous public schools under private management are for Karens, Talaings, Chins, Kachins, Taungthus, Manipurians, Tamils and Telugus, and Shans.

Karen schools shows the largest increase; they have increased by 60, and have 2,493 more pupils. *Talaing* schools come next with an increase of 45, and of 1,561 pupils.

Chin schools have increased by 4 and the pupils by 90.

Taungthus have declined by 11 schools, and 288 pupils: 6 schools with 82 pupils have gone to the private list.

Tamils and Telugus have one school more, but 75 less pupils.

We have this year 4 *Shan* schools with 50 pupils. *Kachin* schools have increased by 3 and pupils by 43.

Manipurian pupils in the one school have increased by 7. Special schools have decreased by 2 and the pupils by 68.

Private schools shew an increase under each race, except Tamils and Telugus, and Shans. The former have fallen from 16 to 4 and the pupils from 197 to 49, and the latter from 55 to 33, and the pupils from 517 to 311.

Passes of Special classes.

150. (*A*) *Anglo-Vernacular.*—Eleven *Karen* schools passed none for the Entrance; 7 boys and 1 girl by Standard VIII; 142 boys and 41 girls by the Middle stage; 266 boys and 107 girls by the Upper Primary; and 378 boys and 176 girls by the Lower Primary.

None of the others but Tamils and Telugus have any classes above the middle stage.

Tamils and Telugus passed none by the Entrance; 134 boys and 3 girls by the Middle: 225 boys and 10 girls by the Upper Primary; and 349 boys and 23 girls by the Lower Primary.

Chins passed 1 boy and 1 girl by the Middle; 7 boys and 2 girls by the Upper Primary; and 7 boys and no girls by the Lower Primary.

Kachins, Taungthus, and *Manipurians* have no schools.

Chinese with 2 schools, passed 7 boys and no girls by the Middle; 10 boys and no girls by the Upper Primary; and 41 boys and no girls by the Lower Primary.

Shans with 2 schools passed 6 boys and no girls by the Middle, 37 boys and 1 girl by the Upper Primary, and 69 boys and 1 girl by the Lower Primary.

(*B*) *Vernacular.*—None go above the Middle stage.

Karens with 585 schools passed 84 boys and 39 girls by the Middle; 1,197 boys and 615 girls by the Upper Primary; and 4,848 boys and 3,100 girls by the Lower Primary.

Talaings with 68 schools passed 46 boys by the Middle; 194 boys and 22 girls by the Upper Primary; and 957 boys and 287 girls by the Lower Primary.

Chins with 12 schools passed 4 boys and 1 girl by the Middle; 20 boys and 15 girls by the Upper Primary; and 80 boys and 27 girls by the Lower Primary.

Kachins with 12 schools passed 13 boys and 2 girls by the Middle; 22 boys and 7 girls by the Upper Primary; and 58 boys and 24 girls by the Lower Primary.

Taungthus with 8 schools passed 68 boys and 5 girls by the Lower Primary.

Manipurians with one school passed 3 boys and 1 girl by the Upper; and 15 boys and 5 girls by the Lower Primary.

Tamils and Telugus with 44 schools passed 148 boys and 18 girls by the Upper; and 512 boys and 126 girls by the Lower Primary.

Shans with 4 schools passed 10 boys by the Lower Primary.

The Anglo-Vernacular and Vernacular passes show an increase in Middle, Upper Primary and Lower Primary.

Details of the Various classes.

151. *Karens—Eastern Circle.*—Special attention has been paid during the year to the work in the Karen Hills, and extension has been made in the direction of Karenni. There are 44 certificated teachers at work, of whom 24 have been trained in the Government Normal School at Toungoo. We need Itinerant Teachers now, and I hope to be able to send three at least. Education of Special classes.

Karen Vernacular Schools have increased by 24 and pupils by 686.

In the *Western Circle* schools have increased by 39, and pupils by 1,752, in Public and Private Schools.

In the *Central Circle* schools have increased by 18, and pupils by 2,640.

Tamils and Telugus.—The education of these people is not in a satisfactory condition on the Vernacular side. It is slowly improving on the Anglo-Vernacular.

Shans.—Apart from the work in the Shan States proper, there is one school, an Anglo-Vernacular one, in Bhamo, under the American Baptist Mission.

Chins.—These people are educated in the Sandoway, Henzada and Thayetmyo districts, and in the Chin country.

Kachins are found in the Northern circle only, in the Myitkyina and Bhamo districts.

Manipurians are the Ponnas of Mandalay Town.

Talaings are in the Amherst and Thatôn districts; they have distinctly progressed.

Taungthus have gone back, as far as schools and pupils are concerned, but Taungthus are found in large numbers in the Burmese schools, especially in Thatôn.

Chinese.—We have 2 schools. The Government one at Bhamo made a good start during the year, and I trust that the improvement will continue.

The Chinese Community, when they asked for this school, made large promises, not one of which has been redeemed. The school under the Roman Catholic Mission in Mandalay has still to show what it can do. It is practically an orphanage, and many non-Chinese boys have been found in it, and removed. It was registered on the strict condition that it should be a school for Chinese and no others.

CHAPTER XIII.

PRIVATE INSTITUTIONS.

General Statistics of Private Institutions.

152. We have no advanced Private institutions. The total of the elementary ones is 14,159, with 160,037 pupils: 94 of these are girls' schools, with an attendance of 1,673 girls. Private Institutions. Statement III.

Thirteen thousand eight hundred and eighty-six schools with 154,770 pupils teach a Vernacular only, and 254 with 4,757 pupils teach the Koran only.

There are no Europeans or Eurasians, Parsis or Jews in Private schools. The attendance of Native Christians, Mahommedans and Buddhists has increased, while those of Hindus, Brahmans, and non-Brahmans has decreased.

In the *Eastern* Circle Private schools have increased from 1,063 to 1,070, but the pupils have decreased. One hundred and four Private schools were brought on to the Public list during the year. Koran schools have been found in Thatôn, Toungoo, Mergui and Tavoy, and Pali schools in Thatôn.

In the *Western* Circle, the number of schools and attendance have increased and in the direction of Monastic schools, 208 schools were discovered. One hundred and thirteen schools were reduced from Public to Private, 68 moved from Private to Public, and 191 were abolished: Thôngwa is the most backward district.

In the *Central* Circle the number of schools has slightly increased, but the attendance has largely decreased. Sixty-one schools were reduced from Public to Private, 77 were raised from Private to Public and 245 were abolished.

In the *Northern* Circle both schools and attendance have increased. The Itinerant teachers have been energetic. Sixty-three schools have been reduced from Public to Private, 102 have been raised from Private to Public, and 200 were abolished.

Private Institutions. Annual abolition of Schools.

153. It will be seen what up-hill work it is to extend Primary Education. The steady annual abolition of schools, chiefly by migratory and indifferent *pôngyis*, needs a considerable addition to the list of Public schools, in order to shew progress.

The progress that has been made reflects great credit on the Deputy Inspectors of Schools and on the Itinerant teachers.

CHAPTER XIV.

HOSTELS OR BOARDING-HOUSES.

Hostels for boys.

Hostels or Boarding-houses. Statement VIII.

154. (*a*) *Managed by Government.*—There are eight hostels with 446 pupils against six hostels with 438 pupils in the year before. The increase is accounted for by the opening of one boarding department in connection with the Government High School, Maymyo, and another for the Government Anglo-Vernacular School, Sagaing. The numbers in these were very small; but I hope they will be larger next year, as a handsome building has been put up for the former, and a separate building will be erected for the latter.

The income from fees amounted to Rs. 37,017 as against Rs. 35,751 the year before.

The Rangoon College has 57 boarders against 55, with an income from fees of Rs. 10,559, against Rs. 10,345 the year before. The Principal reports that the average monthly number in the hostel is 56; but, except during the months of April and May, the hostel has been quite full. The conduct of the students has been good: Mr. White has been in charge throughout. A gift of Rs. 400, for the purchase of books for the library, has been received, and Mr. Rose the late Principal has been asked to have the books sent out from England.

The Government Collegiate School, Rangoon, has 137 boarders, 112 on the Secondary and 22 in the Primary and 3 in the Normal Departments, with an income from fees of Rs. 9,943 against 139 the year before, 97 being in the Secondary and 41 in the Primary and 1 in the Normal Departments; with an income from fees of Rs. 10,201; the Government High and Normal School, Moulmein, has 99 boarders, 28 in the Secondary, 14 in the Primary, and 57 in the Normal Department, with an income from fees of Rs. 7,096, against 110 the year before, 39 being in the Secondary, 13 in the Primary, and 58 in the Normal Department, with an income from fees of Rs. 7,230; the Government High School, Minbu, has 27 boarders, 3 in the Secondary, and 24 in the Primary Department, with an income from fees of Rs. 292, against 33 the year before, 20 being in the Secondary, and 13 in the Primary Department with an income from fees of Rs. 2,963; the Government Normal School, Mandalay, has 35 boarders, all Normal students, with an income from fees of Rs. 2,144, against 36 the year before, with an income of Rs. 2,084; the Government Anglo-Vernacular School, Taunggyi, has 77 boarders in the Primary Department, mostly the sons of *Sawbwas*, with an income from fees of Rs. 6,614 against 65 the year before with an income of Rs. 2,928; the Government High School, Maymyo, has 2 boarders only, 1 in the Secondary and 1 in the Primary Department, with an income from fees of Rs. 27; it had no suitable building; the Government Anglo-Vernacular School Sagaing, has 12 boarders, 7 in the Secondary, and 5 in the Primary department, with an income from fees of Rs. 342.

(*b*) *Managed by Municipal Boards.*—The number of hostels remains the same in number; the number of boarders has increased from 47 to 58; but the fees have gone down from Rs. 5,107, to Rs. 5,045. There has been evidently some laxity in collection.

The Municipal High School, Bassein, has six boarders only, a very small number, in the Primary Department, with an income from fees of Rs. 611, against 12 the year before, five being in the Secondary, and seven in the Primary Department, with an income from fees of Rs. 1,348; the Municipal High School, Akyab, has 40 boarders, 13 in the Secondary, 13 in the Primary, and 14 in the Normal Department, with an income from fees of Rs. 3,113, against 27 the year before, 13 being in the Secondary, and 14 in the Primary Department, with an income from fees of Rs. 3,563; the Municipal High School, Prome, has 12 boarders, 7 in the

Secondary and 5 in the Primary Department, with an income from fees of Rs. 1,321, against 8 the year before, 3 being in the Secondary and 5 in the Primary Department, with an income from fees of Rs. 196 only. This school and Bassein should have a larger Boarding department. Hostels or Boarding houses.

(*c*) *Aided by Government, Municipal or Local Boards.*—The number of hostels and boarders has increased from 50 and 3,027 to 63 and 3,251 respectively. The income from fees also shows a very substantial increase: Rs. 1,13,188 was collected against Rs. 85,578, in the year before. There are four boarders in the college, 1,120 in the Secondary, 1,968 in the Primary, and 159 in the Special Department, against six, 1,127, 1,757, and 137 respectively the year before. The total expenditure was Rs. 1,58,044, towards which Provincial funds contributed Rs. 6,911, Municipal and Local Rs. 2,053, Subscriptions and Endowments Rs. 35,892, and fees Rs. 1,13,188. The year before it was Rs. 1,24,903, towards which Provincial funds contributed Rs. 6,876, Municipal and Local Rs. 961, Subscriptions and Endowments, Rs. 31,488, and fees Rs. 85,578.

(*d*) *Unaided.*—These are boarding houses kept by Vernacular School Managers. The number of hostels and boarders in them has increased from 8 and 121 to 15 and 459 respectively. The income from fees also shows an increase: Rs. 584 were collected, against Rs. 266 the year before. There are 34 boarders in the Secondary and 425 in the Primary Department, against 92 and 29 in the year before. The total expenditure was Rs. 11,900, towards which Subscriptions and Endowments contributed Rs. 11,316 and fees Rs. 584. The year before it was Rs. 3,964, towards which Subscriptions and Endowments contributed Rs. 3,698 and fees Rs. 266.

Hostels for Girls.

155. (*a*) There are no hostels for girls managed by Government, Municipal or Local Boards. Statement VIII.

(*b*) *Aided by Government, Municipal or Local Boards.*—These are entirely under Missionary management. The number of hostels has remained the same, but the number of boarders has decreased from 946 to 936. There were 275 boarders in the secondary, 536 in the Primary and 125 in the Special department against 251, 585 and 110 respectively. The fees also have gone down: Rs. 65,892, were collected, against Rs. 79,347 the year before. The total expenditure was Rs. 94,526, towards which Provincial funds contributed Rs. 7,772, Municipal and Local Rs. 3,190, Subscriptions and Endowments Rs. 17,672, and fees Rs. 65,892. The year before it was Rs. 1,19,615, towards which Provincial funds contributed Rs. 8,798, Local and Municipal Rs. 3,538, Subscriptions and Endowments Rs. 27,932, and fees Rs. 79,347.

(*c*) *Unaided.*—Nil.

CHAPTER XV.

Physical and Moral Training.

156. We do all we can to look after the physical and moral training of our pupils. Games of all kinds are encouraged, and our pupils excel in them. I wish that the Masters of our schools joined more in the sports of the boys. Physical and Moral Training.

The "Schools Athletic Association" continues to flourish, as far as the schools in Rangoon are concerned; but it has not the support we should like from the schools in the mofussil. Our boys did well at the "Burma Athletic Sports."

157. In our Hostels and Boarding establishments, we look carefully after the moral training of the boys, but it must be remembered, that over the large majority of pupils, we have only five or six hours' control; for the remainder of the twenty-four hours, they are under the control of their parents or guardians, who are lax in the extreme. What a son wants he gets, and what he wants to do, he does: it is the son who leads the father, and not the father the son. The fathers simply pander to the whims and fancies of the boys, and exercise no control or discipline whatever.

Physical and Moral Training.

With the exception of what occurred in the Government Collegiate School, Rangoon, the boys of which were led away and encouraged by those who should have known better, the behaviour of the boys throughout the province has been good. No friction or insubordination of any kind has occurred, a steady improvement is not ceable.

From Lessons in Readers, and from the opportunities of daily school life, principles of right conduct are instilled into the minds of pupils, and are insisted on. Most of the moral training, however, as far as the school is concerned, depends on the example set by the teachers in school and out of it. A good Head of a school has much influence in this matter. Good School Libraries, Reading rooms, and meetings of pupils for lectures, after school hours are very important, and I should like to see more effort made in this direction by Head Masters.

158. Drill is compulsory in all Government and Municipal schools. In aided schools it is optional, but it is largely taken. It is a pity it is not taken in all of them, as the teaching of it is done by the several class masters, and is very simple. It would do the masters a deal of good.

In Vernacular schools it is optional, but it is slowly making its way, with the help of the Itinerant Teachers.

Drill.

159. In 29 Anglo-Vernacular schools, 2,338 boys passed in drill out of 2,383 presented. In 87 Vernacular schools, 2,801 boys passed out of 3,009.

Calisthenics.

In 11 Anglo-Vernacular schools, 588 girls passed in Calisthenics, *i.e.*, all who were presented. In 11 Vernacular schools 237 girls out of 247 passed in this subject.

CHAPTER XVI.

EDUCATIONAL CONFERENCES.

Educational Conferences.

160. In the *Eastern* Circle *Anglo-Vernacular* Conferences were held at Moulmein, Mergui, Tavoy, Thatôn, Shwegyin and Toungoo. *Vernacular* Conferences were held at Moulmein, Mergui, Tavoy and Toungoo. They were all largely attended. In Toungoo a separate Conference was held for Karens.

In the *Western* Circle a very successful Vernacular Conference was held at Bassein; it was attended by over 150, and great interest was shown by the Managers, who brought many charts, figures, patterns, and devices of their own for exhibition. Some of these were so interesting, that one of the Presses has undertaken to print them.

In the *Central* Circle a large Central Conference, Vernacular and Anglo-Vernacular, was held at Prome. It was attended by over 200.

In the *Northern* Circle an Anglo-Vernacular Conference was held in December at Mandalay; but its work was outside the ordinary work of Conferences. There was a Vernacular Conference held for the Bhamo, Katha, and Myitkyina districts, and it was a success. It was held on the proper lines.

The question of holding Conferences, Anglo-Vernacular and Vernacular needs more attention in this Circle.

In last year's and in previous reports, I have described the scope, work, and use of such Conferences.

They are a very powerful agency for good, in every way.

CHAPTER XVII.

TEXT-BOOKS AND LIBRARIES.

Text-books and libraries.

161. The year has closed with a good record of work done, and all the members of the Educational Staff have been fully occupied.

162. The work may be classified under the following heads:—

(i) Printing of books and pamphlets, prepared, translated, or revised by the office of the Editor, Vernacular Text books.

(ii) Revision of translations made by the Editorial Staff.

(iii) Translation of books, notifications, letters, and circulars. Text-books and libraries.
(iv) Reprinting of school text-books and educational works.
(v) Examination of books submitted for approval, and of publications mentioned in the quarterly catalogues of books forwarded for examination by the Government.
(vi) Preparation of the Burmese Code.

163. The following books and pamphlets have been printed and completed :—

(*a*) Revised and enlarged list of Geographical names and terms, in Burmese.
(*b*) First volume of the Rudiments of Forestry—(303 pages). (This work which belongs to the Forest Department has been sent to us.)
(*c*) Geography of Africa in Burmese.
(*d*) The second part of the Burmese translation of the "Harpur Euclid."
(*e*) Forty pages of the translation of Lee-Warner's "Citizen of India."

164. A good Kindergarten text-book and Manual in Burmese has been a great want. We applied to Messrs. Longman's & Co. for permission to prepare an adaptation of Bates' "Kindergarten Guide," but their reply has been so unsatisfactory, and their demand, considering that we do all the work of adaptation and translation, so high, that we have had to give up the idea. The English Edition is prescribed in the Code, and a Burmese adaptation would have sold well, and supplied a real need.

165. The 4th edition of the Fourth Standard Reader has been reprinted; the reprinting of the 3rd edition of Bailey's "How to Teach the Babies," and Fowler's "School Discipline and Instruction" have been taken in hand, 88 pages of each being completed.

166. The following books were submitted for report :—

(*a*) Mr. Po Yin's "Pali Texts, in four parts" for Standard II.
(*b*) "Kindergarten Guide" in Burmese by Miss Hanna and Miss Dyer.
(*c*) "Lessons in Burmese" by a Christian Brother.
(*d*) Samuel's Arithmetic in Burmese, Books I, II, and III.

167. The translation of the Burmese Code is well in hand; 63 pages having been completed.

168. Sub-Committees, English and Vernacular have been very busy, reporting on the books sent to the Text-Book Committee by Publishers and Authors.

169. The Text-Book Committee has reported on a very large number of books, and the results of the work are seen in the latest list of authorized text-books. Mr. E. D. Marshall, M.A., has been appointed Secretary to the Text Book-Committee. A library, containing all the approved text-books, has been formed.

170. I am very glad again to bring to the notice of the Government, the very good work done by Mr. Lonsdale, Yeo Wun Sin, and the whole staff.

171. Mr. Lonsdale, with the work of Superintendent of Confidential Printing for the Education Department, printing and translating the Government Departmental Examination papers and those for the Forest Department, has very hard work. He has done it all admirably. Yeo Wun Sin has done the additional work thus thrown on him cheerfully and well. He deserves some recognition of his long and good work in this office.

CHAPTER XVIII.

CONCLUSION.

172. The relations of the Department with School Managers, Municipalities and District officers have been pleasant; and the officers of the Department have worked well. We find that with good, well-managed schools, and with Superintendents that are in earnest, work goes smoothly. Where trouble arises (but it is of an insignificant kind) it is with ill-managed schools, and with Superintendents who try to make up for their want of supervision by finding fault with everything and everybody, but themselves and their teachers. Such schools have to be brought into line, and the process is not always pleasant. Conclusion.

Conclusion.

173. To Dr. Cushing and Bishop Cardôt my thanks are again due for much kindly help and advice. My thanks are due to the managers, who with a few exceptions (and these I fear will always be exceptions) have shown ready and kindly co-operation with us, and made our work pleasant.

Office.

174. As in past years I acknowledge the good work done by my office. The Superintendent, Mr. Kamen, has worked hard, has controlled the men under him, and has shown the utmost method and trustworthiness.

Maung Ne Dun, the Head Accountant, has worked himself ill. His work is heavy, but he has done it correctly and punctually. Our work is up to date, and has been so all through the year.

Increase of work.

175. Work is increasing rapidly, and I shall have to apply for increase of establishment. Three new appointments were made in September 1902; but even with this addition, it is difficult to cope with the work. I do not want to start a system of arrears. Personally, I feel the pressure becoming greater and greater each year, both from the administrative and the physical side of the question. Not only is there much more to think about, and to arrange for; but the actual physical labour of getting through the office work is becoming greater and greater.

It will before long be beyond the capabilities of one man: an assistant will be necessary. Intimately do I know, owing to long experience, the details of my work. I have felt the burden of office work and administration combined. I have never shirked work; but the time comes when work has grown in magnitude, by yearly accretion, and become more than one man can do justice to without help. Mr. Wedderspoon, the Senior Inspector, has stood by me, and given me much help; but it has not been altogether fair to him. He has his own large and double charge. I feel now as capable of work and in some respects more so than ever; but the proportion between a Director of Public Instruction's powers of tackling work, and the amount of work to be done, is growing in favour of the work, owing to its enormous increase, as I can vouch for during 15 years' tenure of appointment.

176. The following figures will give an idea of the increase of office work alone. Of the increase of administrative work, there is no doubt whatever: no statistics can show this. From 1889-90 to 1903-04 letters received have increased from 3,060 to 16,100; letters issued from 2,620 to 12,031; and bills passed from 1,218, to 8,455. From this all circulars issued have been excluded.

As the appointments sanctioned in India, of an Indian Educational Officer, as Assistant Director, has not found favour with the Government, I urge that, as in the case of the office of the Inspector-General of Civil Hospitals, the Superintendent be appointed Personal Assistant, with power to deal with routine matters, and that a Deputy Superintendent be appointed to see to and supervise the work of the office.

This will give the Director more time for inspection, and for purely administrative work.

The Directors in India have Assistant Directors, as well as Personal Assistants.

Teachers' institute.

177. The Teachers' Association has done good work during the past year. It has lost the services of the Reverend D. David, who for ten years has been its Honorary Secretary. He has been transferred to India. The Association loses in him one who had its interests at heart, and never spared himself to promote its welfare.

As in past years, the thanks of the Association arr due to many Publishers in England and in India, for their contributions.

RANGOON:
The 30th June 1904.

JOHN VANSOMEREN POPE, M.A. (CANTAB.),
Director of Public Instruction, Burma.

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GENERAL TABLE NO. I.—*Abstract Return of Colleges, Schools and Scholars in Burma for the official year 1903-04* (paragraphs 6, 11, 127 and 130).

(For details see General Table No. III.)

AREA AND POPULATION.			Institutions and Scholars.	PUBLIC INSTITUTIONS.						
				COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.		SCHOOL EDUCATION, SPECIAL.		
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.
1	2	3	4	5	6	7	8	9	10	11
219,894	Towns 52	Males 5,175,439	Institutions for Males ..	2	...	346	4,529	8	211	5,096
	Villages 56,273	Females 4,980,979	Institutions for Females	...	...	46	396	6	13	461
			Institutions for Total ...	2	...	392	4,925	14	224	5,557
	Total ... 56,325	Total ...10,156,418	Scholars Males ..	189	...	30,614	111,462	395	1,421	144,081
			Scholars Females	5	....	7,159	35,301	191	361	43,017
			Scholars Total ...	194	...	37,773	146,763	586	1,782	187,098

AREA AND POPULATION.			Institutions and Scholars.	PRIVATE INSTITUTIONS.		Grand total.	Percentage of	Remarks.
Total area in square miles.	Number of towns and villages.	Population.		Advanced.	Elementary.			
1	2	5	4	12	13	14	15	16
219,894.	Towns 52	Males 5,175,439	Institutions for Males...	...	14,065	19,161	Institutions to number of towns and villages ... 35·00	
	Villages 56,273	Females 4,980,979	Institutions for Females	...	94	555		
			Institutions for Total ...	...	14,159	19,716		
	Total ... 56,325	Total ...10,156,418	Scholars Males...	...	155,588	299,669	Male scholars to male population of school-going age ... 38·60	
			Scholars Females	...	4,449	47,466	Female scholars to female population of school-going age ... 6·35	
			Scholars Total ...	...	160,037	347,135		

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on Public*
(For details see

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.					
	Collegiate education.		*School education, general.*		*School education, special.*	
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions for—Males ...	64,350	...	7,80,179	3,91,830	56,160	56,372
Females ...	...	...	1,48,736	49,296	11,388	15,674
Total ...	64,350	...	9,28,915	441,126	67,548	72,046
2. (*a*)—Percentages of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction.	3·79	...	20·82	14·07	6·80	5·22
(*b*)—Percentages of local fund expenditure included in columns 2—17 to total local fund expenditure on public instruction.	...	...	16·30	81·32	...	...
(*c*)—Percentages of municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction.	...	...	64·85	23·93	...	1·48
(*d*)—Percentages of total expenditure in columns 2—17 to total expenditure on public instruction.	2·69	...	38·86	18·45	2·83	3·01
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in—						
Government institutions—Cost to provincial revenues.	187 10 0	...	45 11 10	45 6 1	132 7 9	155 11 11
Cost to local and municipal funds.	...	...	0 2 1	...	...	...
Total cost ...	273 9 3	...	79 2 10	53 11 8	132 7 9	187 10 10
Local fund schools—Cost to provincial revenues.	...	...	...	...	...	...
Cost to local funds ...	...	...	...	...	...	...
Total cost ...	...	...	...	...	...	...
Municipal schools—Cost to provincial revenues.	...	...	14 4 0	15 13 9	...	...
Cost to municipal funds	...	...	5 3 2	9 12 11	...	...
Total cost ...	...	...	44 3 7	43 3 7	...	...
Institutions in Native States—Cost to Native State revenues.	...	...	...	...	...	...
Cost to local and municipal funds.	...	...	...	...	...	...
Total cost ...	...		...	...	...	...
Aided institutions—Cost to provincial revenues.	96 0 0	...	2 10 3	0 13 2	94 11 7	9 2 0
Cost to local and Municipal funds.	...	...	5 12 8	1 13 5	...	2 4 5
Total cost ...	648 0 0	...	21 1 0	2 14 8	110 13 8	19 3 8
Unaided institutions, Total cost ...	...	...	...	...	...	...
All institutions—Cost to provincial revenues.	176 3 8	...	5 4 5	0 14 4	115 3 5	26 8 5
Cost to local and Municipal funds.	...	...	5 8 3	1 13 5	...	2 0 1
Total cost ...	320 2 5	...	25 3 2	3 0 1	122 9 6	39 3 6

nstruction in Burma for the official year 1903-04 (Paragraphs 22, 25 to 29, 34 and 50) General Table IV).

Total.	Total indirect expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1,348,891 2,25,094	...	50,912	1,81,655	27,579	2,06,002	6,138	3,44,464	8,16,750	23,90,735	
1,573,985	...	50,912	1,81,655	27,579	2,06 002	6,138	3,44,464	8,16,750	2,390,735	
50·70	...	5·45	19·30	2·93	17·25	·35	4·02	49·30	100	
97·62	...	...	...	...	1·93	...	·45	2·38	100	
9c·26	...	...	0·52	...	5·56	·40	3·26	9·74	100	
65·84	...	2·13	7·60	1·15	8·61	·26	14·41	34·16	100	

Rs. A. P.
76 11 3
1 3
107 4 5
..
...
...
14 4 4
5 4 1
44 3 5
...
...
...
1 5 11
2 8 10
6 9 1
...
2 8 9
2 9 0
8 7 3

Percentage of provincial expenditure included in column 17 to total expenditure on public instruction ... 39·08
Percentage of local fund expenditure included in column 17 to total expenditure on public instruction ... 10·82
Percentage of municipal expenditure included in column 17 to total expenditure on public instruction ... 10·40
Percentage of expenditure from fees included in column 17 to total expenditure on public instruction ... 28·45
Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction ... ... 11·25

Total ... 100·00

GENERAL TABLE No. III.—*Return of Colleges, Schools and Scholars in Burma for the official year* 132, 143

Class of Institutions.			Under Public							
			Managed by Government.				*Managed by District or Municipal Boards.*			
			Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1			2	3	4	5	6	7	8	9
	Arts Colleges.									
Collegiate Education.	English		1	166	176	148	...	...	...	...
	Oriental		...	...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.									
	Law		...	...	...	...	...	...	...	...
	Medicine		...	...	...	...	...	...	...	...
	Engineering		...	...	...	...	...	...	...	...
	Teaching		...	...	...	...	...	...	...	...
	Agriculture		...	...	...	...	...	...	...	...
		Total ...	1	166	176	148	...	...	...	...
	Secondary Schools.									
School Education—General.	For boys ...	High schools	5	1,484	1,320	1,092	3	1,182	1,147	956
		Middle schools ... English ...	1	110	90	86	12	1,857	1,697	1,473
		Middle schools ... Vernacular	1	80	80	80	...	...	...	...
	For girls ...	High schools	...	...	...	...	...	...	...	...
		Middle schools ... English ...	...	...	...	...	...	...	...	...
		Middle schools ... Vernacular	...	...	...	...	...	...	...	...
		Total ...	7	1,674	1,490	1,258	15	3,039	2,844	2,429
	Primary Schools.									
	For boys		4	239	233	215	1	34	36	31
	For girls		...	...	...	...	...	...	...	...
		Total ...	4	239	233	215	1	34	36	31
	Schools for Special Instruction.									
School Education—Special.	Training schools for masters		5	323	299	251	...	...	...	...
	Training schools for mistresses		...	...	...	...	...	...	...	...
	Schools of Art		...	...	...	...	...	...	...	...
	Law schools		1	36	42	36	...	...	...	...
	Medical schools		...	...	...	...	...	...	...	...
	Engineering and Surveying schools		2	75	69	57	...	...	...	...
	Technical and Industrial schools		...	...	...	...	...	...	...	...
	Commercial schools		...	...	...	...	...	...	...	...
	Agricultural schools		...	...	...	...	...	...	...	...
	Reformatory schools		1	79	77	77	...	...	...	...
	Other schools		1	30	30	23	...	...	...	...
		Total ...	10	543	517	444	...	...	...	...
Total of Colleges and Schools of Public Instruction ...			22	2,622	2,416	2,065	16	3,073	2,880	2,460

* Includes four Vernacular High

1903-04—(Paragraphs 8 to 10, 12 to 16, 39, 44, 46, 51, 62, 64, 81, 82, 84, 87, 96, 97, 99, 100, 112, 127, 128, 131, 144 and 152).

PUBLIC INSTITUTIONS.

MANAGEMENT.				UNDER PRIVATE MANAGEMENT.							
Maintained by Nati-e States.				*Aided by Government or by District or Municipal Boards.*				*Unaided.*			
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	..	1	28	25	22	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	28	25	22	...	...	...	...
...	...	...	...	*13	4,672	4,421	3,974	...	...	...	...
...	...	...	...	47	6,860	6,694	5,535	...	...	...	...
...	...	...	...	264	17,432	17,432	17,432	...	...	...	...
...	...	...	...	7	1,361	1,305	1,148	...	...	...	...
...	..	...	...	13	821	764	665	...	...	...	...
...	...	...	...	26	1,914	1,914	1,914	...	...	...	...
...	...	...	...	370	33,060	32,530	30,668	...	...	...	...
...	...	...	...	4,524	133,273	133,247	133,052	...	...	...	...
...	...	...	...	396	13,217	13,180	13,109	...	...	...	...
...	...	...	...	4,920	146,490	146,427	146,161	...	...	...	...
...	...	...	...	3	150	148	139	...	...	...	...
...	...	...	...	6	113	104	102	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3	81	80	78	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	216	1,481	1,539	1,439	...	...	...	...
...	...	...	...	228	1,825	1,871	1,758	...	...	...	...
...	...	...	...	5,519	181,403	180,853	178,609	...	...	...	...

Schools with an attendance of 396.

GENERAL TABLE NO. III—*Return of Colleges, Schools and Scholars*

	Class of Institutions.	Grand total of public institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning		
				English.	A classical language.	A vernacular language.
	1	22	23	24	25	26
	Arts Colleges.					
Collegiate Education.	English	2	194	194	170	...
	Oriental	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law	...	...	...	...	...
	Medicine	...	...	...	...	...
	Engineering	...	...	...	...	...
	Teaching	...	...	...	...	...
	Agriculture	...	...	...	...	...
	Total	2	194	194	170	...
	Secondary Schools.					
School Education—General.	For boys — High schools	21	7,338	6,942	699	7,043
	For boys — Middle schools — English	60	8,827	8,827	1,597	7,389
	For boys — Middle schools — Vernacular	265	17,512	...	7,558	17,407
	For girls — High schools	7	1,361	1,361	342	926
	For girls — Middle schools — English	13	821	821	120	633
	For girls — Middle schools — Vernacular	26	1,914	...	538	1,914
	Total	392	37,773	17,951	10,854	35,312
	Primary Schools.					
	For boys	4,529	133,546	1,430	60,766	129,747
	For girls	396	13,217	563	4,461	13,037
	Total	4,925	146,763	1,993	65,227	142,784
	Schools for Special Instruction.					
School Education—Special.	Training schools for masters	8	473	272	74	262
	Training schools for mistresses	6	113	20	...	113
	Schools of Art	...	...	...	...	...
	Law schools	1	36	36	...	...
	Medical schools	...	...	...	...	...
	Engineering and Surveying schools	2	75	75	...	...
	Technical and Industrial schools	3	81	81	...	11
	Commercial schools	...	...	...	...	...
	Agricultural schools	...	...	...	...	...
	Reformatory schools	1	79	...	...	79
	Other schools	217	1,511	534	1,000	223
	Total	238	2,368	1,018	1,074	688
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	5,557	187,098	21,156	77,325	178,784
Private institutions	1. Advanced teaching— (a) Arabic or Persian	...	...	...	...	...
	(b) Sanskrit	...	...	...	...	...
	(c) Any other Oriental classic	...	...	...	...	...
	2. Elementary, teaching a vernacular only or mainly. For boys	13,794	153,247	...	87,017	149,858
	2. Elementary, teaching a vernacular only or mainly. For girls	92	1,523	...	788	1,523
	3. Elementary, teaching the Koran. For boys	253	4,622	...	4,607	129
	3. Elementary, teaching the Koran. For girls	1	135	...	135	...
	4. Other schools not conforming to departmental standards. For boys	18	495	335	160	...
	4. Other schools not conforming to departmental standards. For girls	1	15	15	...	...
	Total	14,159	160,037	350	92,707	151,510
	GRAND TOTAL	19,716	347,135	21,506	170,032	330,294

in Burma for the official year 1903-04—concluded.

Classification of scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	*Hindus.*		Mahommedans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
20	27	...	9	9	128	1	...	5	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...
20	27	...	9	9	128	1	...	5	...
1,001	960	5	170	521	4,630	22	29	261	...
178	2,144	19	1,014	729	4,708	8	27	747	...
3	979	6	36	415	16,026	...	47	3,500	...
973	66	...	3	5	273	12	29	...	355
523	161	1	...	4	110	1	21	...	238
1	556	...	10	73	1,256	2	16	...	852
2,679	4,866	31	1,233	1,747	27,003	45	169	4,508	1,445
75	8,356	12	1,578	3,563	119,745	...	217	27,080	...
91	974	1	73	339	11,694	1	44	...	4,996
166	9,330	13	1,651	3,902	131,439	1	261	27,080	4,996
63	187	...	3	12	207	...	1	78	...
24	78	...	...	...	11	...	...	...	...
...	...	...	...	...	...	...	...	...	...
4	2	2	9	2	17	...	...	...	...
...	...	...	...	...	...	...	...	...	...
16	5	...	5	1	44	...	4	...	...
32	41	...	...	...	8	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	5	8	66	...	...	...	...
294	96	..	33	11	1,049	3	25	84	168
433	409	2	55	34	1,402	3	30	162	168
3,298	14,632	46	2,948	5,692	159,972	50	460	31,755	6,609
..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...
...	181	...	7	18	153,041	...	...	2,315	...
...	9	...	...	12	1,502	...	...	...	442
...	...	...	26	4,596	...	...	...	891	...
...	...	...	...	135	...	...	...	...	...
...	...	...	49	21	425	...	..	13	...
...	...	...	...	1	14	...	...	...	1
...	190	..	82	4,783	154,982	...	...	3,219	443
3,298	14,822	46	3,030	10,475	314,954	50	460	34,974	7,052

GENERAL TABLE NO. IIIA—*Number of scholars on the 31st March classified accoraing to sex, race or creed.*

		NUMBER OF SCHOLARS ON 31ST MARCH CLASSIFIED ACCORDING TO SEX, RACE OR CREED.							
		Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1		2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.									
Arts Colleges.									
English	Male	18	25	...	9	9	128	...	...
	Female	2	2	...	...	...	...	1	...
Oriental	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	..	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Engineering	Male	..	...	..	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Teaching	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
	Total	20	27	...	9	9	128	1	...
SCHOOL EDUCATION—GENERAL.									
Secondary Schools.									
For boys—									
High schools	Male	990	803	4	169	508	4,552	2	29
	Female	11	157	1	1	13	78	...	...
Middle schools—									
English	Male	115	1,623	19	972	722	4,605	7	17
	Female	63	521	...	42	7	103	1	10
Vernacular	Male	...	723	6	34	337	12,876	...	36
	Female	3	256	...	2	78	3,150	...	11
For girls—									
High schools	Male	192	14	...	2	2	129	2	14
	Female	781	52	...	1	3	144	10	15
Middle schools—									
English	Male	169	11	...	...	2	50	...	6
	Female	354	150	1	...	2	60	1	15
Vernacular	Male	1	107	...	5	37	692	2	8
	Female	...	449	...	5	36	564	...	8
	Total	2,679	4,866	31	1,233	1,747	27,003	45	169
Primay Schools.									
For boys	Male	54	4,898	12	1,432	3,090	96,811	...	169
	Female	21	3,458	...	146	473	22,934	...	48
For girls	Male	37	390	1	26	186	4,335	1	20
	Female	54	584	...	47	153	7,359	...	24
	Total	166	9,330	13	1,651	3,902	131,439	1	261
SCHOOL EDUCATION—SPECIAL.									
Schools for Special Instruction.									
Training schools	Male	23	177	...	3	11	180	...	1
	Female	64	88	...	...	1	38	...	...
	Carried over	87	265	...	3	12	218	...	1

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March classified according to sex, race or creed*—concluded.

		NUMBER OF SCHOLARS ON 31ST MARCH CLASSIFIED ACCORDING TO SEX, RACE OR CREED.							
		Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1		2	3	4	5	6	7	8	9
Brought forward	...	87	265	...	3	12	218	...	1
Schools for Special Instruction—concluded.									
Schools of Arts ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Law schools ...	Male	4	2	2	9	2	17	...	...
	Female	...	...	...	...	...	...	...	...
Medical schools ...	Male	...	..	...	...	...	...	..	...
	Female	...	...	...	...	...	...	...	...
Engineering and surveying schools.	Male	16	5	...	5	1	44	...	4
	Female	...	...	...	...	...	...	...	...
Industrial schools ...	Male	...	11	...	...	...	...	...	...
	Female	32	30	...	...	...	8	...	...
Other schools ...	Male	135	39	...	26	18	1,070	3	8
	Female	159	57	...	12	1	45	...	17
Total	...	433	409	2	55	34	1,402	3	30
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		3,298	14,632	46	2,948	5,692	159,972	50	460
Private Institutions.									
(1) Advanced teaching—									
(*a*) Arabic or Persian	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
(*b*) Sanscrit ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
(*c*) Any other oriental classic.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
(2) Elementary, teaching a Vernacular only or mainly—									
For boys ...	Male	...	105	...	7	11	150,809	...	...
	Female	...	76	...	...	7	2,232	...	...
For girls ...	Male	...	1	...	...	6	435	...	...
	Female	...	8	...	...	6	1,067	...	...
(3) Elementary, teaching the Koran only—									
For boys ...	Male	...	...	...	17	3,714	...	...	...
	Female	...	...	...	9	882	...	...	...
For girls ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	135	...	...	...
Other schools not conforming to departmental standards—									
For boys ...	Male	...	...	...	44	21	417	...	...
	Female	...	...	..	5	...	8	...	...
For girls ...	Male	...	...	..	...	...	1	...	...
	Female	...	...	...	...	1	13	...	...
Total of Private Institutions	...	...	190	...	82	4,783	154,982	...	...
GRAND TOTAL	...	3,298	14,822	46	3,030	10,475	314,954	50	460

GENERAL TABLE NO. IV.—*Return of Expenditure on Public Instruction in Burma for the official* 104, 125,

Objects of expenditure.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.							
Arts Colleges.							
English	33,022	...	...	15,128	...	...	48,150
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total	33,022	...	...	15,128	...	...	48,150
Secondary Schools.							
SCHOOL EDUCATION—GENERAL.							
For boys — High schools	65,219	...	...	47,568	...	...	1,12,787
For boys — Middle schools — English	2,935	...	191	2,064	...	...	5,190
For boys — Middle schools — Vernacular	...	...	...	...	...	...	...
For girls — High schools	...	...	...	...	...	...	...
For girls — Middle schools — English	...	...	...	...	...	...	...
For girls — Middle schools — Vernacular	...	...	...	...	...	...	...
Total	68,154	...	191	49,632	...	...	1,17,977
Primary Schools.							
For boys	10,574	...	...	1,945	...	...	12,519
For girls	...	...	...	...	...	...	...
Total	10,574	...	...	1,945	...	...	12,519
Schools for Special Instruction.							
SCHOOL EDUCATION—SPECIAL.							
Training schools for masters	39,613	...	...	...	...	...	39,613
Training schools for mistresses	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law schools	612	...	...	5,388	...	...	6,000
Medical schools	...	...	...	...	...	...	...
Engineering and surveying schools	13,502		...	1,316	...	113	14,931
Technical and Industrial schools	...	...	...	...	...	...	...
Commercial schools	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...
Reformatory schools	19,091	...	...	...	...	...	19,091
Other schools	747	...	...	145	...	...	892
Total	73,565	...	...	6,849	...	113	80,527
Buildings	(*h*)1,37,335	...	...	...	...	199	1,37,525
Furniture and apparatus (special grants only)	2,438	...	...	...	...	...	2,438
Total	1,39,773	...	...	...	...	190	1,39,963
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN							
Arts colleges	...	...	...	...	...	...	...
Medical colleges	...	...	...	...	...	...	...
Other professional colleges	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...
Technical and Industrial schools	...	...	...	...	...	...	...
Other special schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	3,25,088	...	191	73,554	...	303	3,99,136

(*h*) Exclusive of Expenditure on

year 1903-04—(Paragraphs 18, 21 to 25, 27 to 30, 34, 47 to 49, 51, 52, 61, 77, 79, 81 to 83, 89, 96, 97, 103 126 and 134).

INSTITUTIONS.

MANAGEMENT.

Managed by District or Municipal Boards.							*Managed by Native States.*						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native States revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
15,448	...	3,432	31,748	...	...	50,628	...	...	...	...	...	...	...
25,079	...	11,357	38,716	...	...	75,152	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
40,527	...	14,789	70,464	...	...	1,25,780	...	...	...	...	...	...	...
571	...	353	632	...	...	1,556	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
571	...	353	632	...	...	1,556	...	...	...	...	...	...	...
...	...	...	...	...	...	...

GENERAL TABLE IV.—*Return of Expenditure on Public*

Objects of expenditure.	PUBLIC						
	UNDER PRIVATE						
	Aided by Government or by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*							
English	2,400	...	...	710	...	13,090	16,200
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	..	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total ...	2,400	...	...	710	...	13,090	16,200
SCHOOL EDUCATION—GENERAL. *Secondary Schools.*							
For boys: High Schools	13,666	367	42,375	99,648	17,986	36,734	2,10,776
For boys: Middle Schools: English ...	30,822	46	45,966	1,13,459	12,448	33,798	2,36,539
For boys: Middle Schools: Vernacular	21,676	40,091	27,340	...	...	...	89,107
For girls: High Schools	10,060	...	13,418	42,743	600	12,279	79,100
For girls: Middle Schools: English ...	5,705	633	12,804	19,490	1,929	19,752	60,313
For girls: Middle Schools: Vernacular	3,946	1,018	4,359	...	...	...	9,323
Total ...	85,875	42,155	1,46,262	2,75,340	32,963	1,02,563	6,85,158
Primary Schools.							
For boys	1,04,830	1,98,819	47,537	18,829	4,150	3,590	3,77,755
For girls	15,526	11,481	11,602	9,861	110	716	49,296
Total ...	1,20,356	2,10,300	59,139	28,690	4,260	4,306	4,27,051
Schools for Special Instruction.							
SCHOOL EDUCATION—SPECIAL. Training schools for masters ...	12,687	...	...	...	...	3,860	16,547
Training schools for mistresses ...	11,184	...	...	204	...	...	11,388
Schools of Art	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...
Engineering and surveying schools ...	...	...	...	...	...	...	...
Technical and Industrial schools ...	518	...	180	..	...	...	698
Commercial schools	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...
Reformatory schools	...	...	...	...	...	...	...
Other schools	14,257	...	3,505	8,887	770	3,015	30,434
Total ...	38,646	...	3,685	9,091	770	6,875	59,067
Buildings	18,830	...	7,000	...	...	25,830	51,660
Furniture and apparatus (special grants only)	850	...	1,000	...	...	1,850	3,700
Total ...	19,680	...	8,000	...	...	27,680	55,360
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN: Arts colleges	...	...	...	...	...	...	...
Medical colleges... ...	...	...	...	...	...	...	...
Other professional colleges	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...
Technical and Industrial schools ...	...	...	...	...	...	...	...
Other special schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	2,66,957	2,52,455	2,17,086	3,13,831	37,993	1,54,514	12,42,836

(a) Exclusive of expenditure on Survey Schools.
(b) Rupees 135 represent the cost of American Baptist Mission Baghai Karen School, Toungoo, the balance is the cost of Girls' Schools.
(c) Rupees 3,871.
(d) Rupees 640.
(e) Rupees 1,525.
(f) Rupees 8,654.

Instruction in Burma for the official year 1903-04—concluded.

INSTITUTIONS.										
MANAGEMENT.				TOTAL EXPENDITURE FROM						
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	*All other sources.* Private.	*All other sources.* Public.	Total.
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	35,422	...	...	15,838	13,090	...	64,350
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	35,422	...	...	15,838	13,090	...	64,350
...	...	...	...	94,333	367	45,807	178,964	54,720	...	3,74,191
...	...	...	...	58,836	46	57,514	154,239	46,246	...	3,16,881
...	...	...	...	21,676	40,091	27,340	...	...	...	89,107
...	...	...	...	10,660	...	13,418	42,743	12,879	...	79,100
...	...	...	...	5,705	633	12,804	19,490	21,681	...	60,313
...	...	...	...	3,946	1,018	4,359	...	...	...	9,323
...	...	...	...	1,94,556	42,155	1,61,242	3,95,436	1,35,526	...	9,28,915
...	...	...	...	1,15,975	1,98,819	47,890	21,406	7,740	...	3,91,830
...	...	...	...	15,526	11,481	11,602	9,861	826	...	49,296
...	...	...	...	1,31,501	2,10,300	59,492	31,267	8,566	...	4,41,126
...	...	...	...	52,300	...	...	...	3,860	...	56,160
...	...	...	...	11,184	...	...	204	...	...	11,388
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	612	...	...	5,388	...	...	6,000
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(a)13,502	...	...	1,316	113	...	14,931
...	...	...	...	518	...	180	...	...	...	(b)698
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	19,091	...	...	...	...	...	19,091
...	...	...	...	(c)15,004	...	(d)3,505	(e)9,032	(f)3,785	...	(g)31,326
...	...	...	...	1,12,211	...	3,685	15,940	7,758	...	1,39,594
...	...	...	...	1,61,165	5,000	13,817	...	26,020	...	2,06,002
...	...	...	...	3,288	...	1,000	...	1,850	...	6,138
...	...	...	...	1,64,453	5,000	14,817	...	27,870	...	2,12,140
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	50,912	...	...	...	...	...	50,912
...	...	...	...	1,80,357	...	1,298	...	...	...	1,81,655
...	...	...	...	7,274	...	...	...	40	...	7,314
...	...	...	...	12,714	...	...	...	...	...	12,714
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	6,816	...	...	...	...	...	6,816
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(i)578	...	...	...	157	...	735
...	...	...	...	(j)37,594	1,150	8,092	2,21,726	75,902	...	3,44,464
...	...	..	...	2,96,245	1,150	9,390	2,21,726	76,099	...	6,04,610
...	...	...	...	9,34,388	2,58,605	2,48,626	6,80,207	2,68,909	...	23,90,735

(g) Rupees 9,590 represent the cost of Baptist College, Rangoon, St. Johns College, Rangoon, American Baptist Mission Tamil and Telugu School, 78, Dalhousie Streeet, Rangoon, American Baptist Mission Karen School, Tharrawaddy, American Baptist Mission Pwo Karen School, Bassein, American Baptist Mission Burmese School, Bassein, Government High School, Moulmein and Mizpah Hall School, Moulmein. The balance under each head is the cost of Kindergarten Departments attached to Girls' Schools and Pali Schools.

(i) Exclusive of Survey Scholarships.

(j) Includes expenditure on Hostels and boarding houses.

GENERAL TABLE NO. V.—*Return of stages of Instruction of Pupils in Public Schools for General*

Class of schools.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE — Comprising all pupils who have passed beyond the Lower Secondary (Middle stage) but have not passed the Matriculation examination. — 1			MIDDLE STAGE — Comprising all pupils who have passed beyond the Primary stage, but have not passed beyond the Lower Secondary (Middle stage). — 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For boys	Government	English	6	1,594	321	4	325	467	1	468
		Vernacular	1	80	...	...	...	4	...	4
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	15	3,039	110	1	111	720	...	720
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	56	11,136	491	8	499	2,661	150	2,811
		Vernacular	268	17,828	6	...	6	1,640	68	1,708
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		346	33,677	928	13	941	5,492	219	5,711
For girls	Government	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	20	2,182	3	76	79	51	386	437
		Vernacular	26	1,914	...	...	...	60	123	183
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		46	4,096	3	76	79	111	509	620
Total Secondary Schools			392	37,773	931	89	1,020	5,603	728	6,331
PRIMARY SCHOOLS.										
For boys	Government		4	239	...	...	...	...	...	...
	District Board		...	...	...	...	...	...	...	...
	Municipal		1	34	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		4,524	133,273	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
					...	...	...	...	...	...
	Total		4,529	133,546	...	...	...	...	...	...
For girls	Government		...	...	...	...	...	...	...	...
	District Board		...	...	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		396	13,217	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
	Total		396	13,217	...	...	...	...	...	...
Total Primary Schools			4,925	146,763	...	...	...	...	...	...
GRAND TOTAL			5,317	184,536	931	89	1,020	5,603	728	6,331

Education in Burma for the official year 1903-04 (Paragraphs 13, 63, 85 and 131).

UPPER PRIMARY STAGE			LOWER PRIMARY STAGE						Total.		
Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			*Not reading printed books.*					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
379	5	384	407	10	417	...	...	...	1,574	20	1,594
19	...	19	57	...	57	...	...	...	80	...	80
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
951	2	953	1,244	11	1,255	...	...	...	3,025	14	3,039
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
3,057	248	3,305	4,029	492	4,521	...	...	...	10,238	898	11,136
3,544	427	3,971	9,062	3,081	12,143	...	...	...	14,252	3,576	17,828
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
7,950	682	8,632	14,799	3,594	18,393	...	...	...	29,169	4,508	33,677
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
119	478	597	420	649	1,069	...	...	...	593	1,589	2,182
178	199	377	614	740	1,354	...	...	...	852	1,062	1,914
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
297	677	974	1,034	1,389	2,423	...	...	...	1,445	2,651	4,096
8,247	1,359	9,606	15,833	4,983	20,816	...	...	...	30,614	7,159	37,773
25	...	25	214	...	214	...	...	...	239	...	239
...	...	...	...	...	...	...	...	...	...	...	...
15	...	15	19	...	19	...	...	...	34	...	34
...	...	...	...	...	...	...	...	...	...	...	...
9,857	1,752	11,609	96,336	25,328	121,664	...	...	...	106,193	27,080	133,273
...	...	...	...	...	...	...	...	...	...	...	...
9,897	1,752	11,649	96,569	25,328	121,897	..	...	...	106,466	27,080	133,546
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
447	517	964	4,549	7,704	12,253	...	...	...	4,996	8,221	13,217
...	...	...	...	...	...	...	...	...	...	...	...
447	517	964	4,549	7,704	12,253	...	...	...	4,996	8,221	13,217
10,344	2,269	12,613	101,118	33,032	134,150	...	...	...	111,462	35,301	146,763
18,591	3,628	22,219	116,951	38,015	154,966	...	...	...	142,076	42,460	184,536

GENERAL TABLE NO. VI.—*Return showing the results of prescribed examinations*

Nature of Examination.	Number of Institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES—									
1. Master of Arts	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts	...	...	...	...	...	...	...	...	...
3. B.S.C.	...	...	...	...	...	...	...	...	...
First B.A.	...	...	...	1	...	...	1	20	...	...	20
First B.S.C.	...	...	...	...	...	...	...	...	...	...	...
First Arts	...	...	..	1	1	...	2	75	7	...	...	82
Previous Examination	...	...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES—									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...
Honours in Arabic	...	...	...	...	...	...	...	...	...	...	...
Honours in Persian	...	...	...	...	...	...	...	...	...	...	...
Honours in Urdu	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...
High Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...
High Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...
High Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...
Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...
Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...
Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—									
Law—									
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	...	...	...	...	...	...	...	...	...	...
Medicine—									
1. M.D.	...	...	...	...	...	...	...	...	...	...	...
2. M.B.	...	...	...	...	...	...	...	...	...	...	...
3. L.M.S.	...	...	...	...	...	...	...	...	...	...	...
4. First M.B.	...	...	...	...	...	...	...	...	...	...	...
First L.M.S.	...	...	...	...	...	...	...	...	...	...	...
Engineering—									
1. M.C.E.	...	...	...	...	...	...	...	...	...	...	...
2. B.C.E.	...	...	...	...	...	...	...	...	...	...	...
3. L.C E.	...	...	...	...	...	...	...	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	21	554	...	575	66	738	...	17	821
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for General Education—									
1. Matriculation	For Boys	...	7	9	...	16	133	128	19	6	286
	For Girls	...	...	7	...	7	...	32	2	4	38
2. High School Examination for Europeans.	For Boys	...	...	...	...	...	...	...	...	...	...
	For Girls	...	...	...	...	...	...	...	...	...	...
3. Middle English Examination	For Boys	...	20	55	...	75	933	2,156	...	50	3,139
	For Girls	...	...	20	...	20	...	334	...	...	334
4. Middle Vernacular Examination	For Boys	...	1	247	...	248	4	1,531	277	652	2,464
	For Girls	...	...	25	...	25	...	166	...	...	166
5. Upper Primary Examination	For Boys	...	25	1,880	...	1,905	1,067	16,532	...	102	17,701
	For Girls	...	...	195	...	195	...	1,631	...	...	1,631
6. Lower Primary Examination	For Boys	...	27	4,424	...	4,451	1,341	83,690	...	11	85,042
	For Girls	...	...	409	...	409	...	10,046	...	...	10,046
7. Public Service Certificate Examination.	English	...	...	...	...	...	...	...	...	38	38
	Vernacular	...	...	...	...	...	...	...	...	...	...
Schools for Special Education—									
1. Training School Examination for Masters.	Upper	...	4	4	...	8	51	29	...	...	80
	Lower	...	3	1	...	4	31	9	...	...	40
2. Training School Examination for Mistresses.	Upper	...	...	6	...	6	...	26	...	...	26
	Lower	...	...	2	...	2	...	21	...	...	21
School of Art Examination	...	...	...	...	...	...	...	...	...	...	...
Vernacular Medical Examination	...	...	...	...	...	...	...	...	...	...	...
Examination in Engineering	...	...	1	...	...	1	26	...	...	...	26
Examination in Surveying	...	...	...	...	...	...	...	...	...	...	...
Industrial School Examination	...	...	...	...	...	...	...	...	...	...	...
Commercial School Examination	...	...	...	...	...	...	...	...	...	...	...
Agricultural School Examination	...	...	...	...	...	...	...	...	...	...	...
Sanskrit Title Examination	...	...	...	...	...	...	...	...	...	...	...
Madrasa Central Examination	...	...	...	...	...	...	...	...	...	...	...
Other Schools Examination	...	...	...	...	...	...	...	...	...	...	...

(*a*) Includes 3 Secondary grade candidates
(*b*) Includes 8 Secondary grade candidates

in Burma during the official year 1903-04 (Paragraphs 40, 72, 76, 88, 106, 124, 133, 141 and 147).

Number passed.					Race or creed of passed scholars.							
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Mahommedans	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
7	...	...	...	7	3	...	...	...	...	3	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...
16	2	...	...	18	2	1	...	2	...	13	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
38	225	...	9	272	30	48	...	3	10	180	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...
38	53	1	1	93	13	13	...	7	9	51	...	...
...	11	1	...	12	12	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
544	1,428	...	9	1,981	213	373	...	95	137	1,146	5	12
...	256	...	...	256	219	19	...	2	...	14	2	...
2	1,091	89	125	1,307	...	91	...	1	3	1,211	...	1
...	123	...	...	123	...	88	...	1	...	34	...	...
756	11,763	...	93	12,612	162	1,743	3	344	376	9,887	12	85
...	1,147	...	...	1,147	257	265	..	7	15	601	...	2
1,171	63,314	...	11	64,496	203	4,884	6	883	1,557	56,544	3	416
...	7,803	...	...	7,803	527	739	2	45	203	6,258	10	19
...	...	...	30	30	3	...	1	3	...	23	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
20	14	...	...	34	11	9	...	1	...	13	...	...
(a)26	(b)15	...	...	41	4	31	...	...	...	6	...	...
...	4	...	...	4	1	...	...	...	...	3	...	...
...	19	...	...	19	...	18	...	...	...	1	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
20	...	...	...	20	1	2	...	4	1	9	...	3
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...

qualified by the Primary grade.
qualified by the Primary grade.

GENERAL TABLE NO. VII.—*Return showing the Distribution of Local Fund and*

Objects of Expenditure.		EXPENDITURE			
		IN INSTITU			
		Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1		2	3	4	5
	Arts Colleges.				
COLLEGIATE EDUCATION.	English	...	...	...	...
	Oriental	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.				
	Law	...	...	...	...
	Medicine	...	...	...	...
	Engineering	...	...	...	...
	Teaching	...	...	...	...
	Agriculture	...	...	...	...
	Total ...	...	...	...	...
	Secondary Schools.				
SCHOOL EDUCATION —GENERAL.	For boys... High schools	...	...	...	...
	For boys... Middle schools English	...	...	...	...
	For boys... Middle schools Vernacular ...	...	...	...	...
	For girls... High schools	...	...	...	...
	For girls... Middle schools English	...	...	...	...
	For girls... Middle schools Vernacular ...	...	...	...	...
	Total ...	...	...	...	...
	Primary Schools.				
	For boys	...	...	...	...
	For girls	...	...	...	...
	Total ...	...	...	...	...
	Schools for Special Instruction.				
SCHOOL EDUCATION —SPECIAL.	Training schools for Masters	...	...	...	...
	Training schools for Mistresses	...	...	...	...
	Schools of Art	...	..	...	...
	Law schools	...	...	...	...
	Medical schools	...	...	...	...
	Engineering and surveying schools	...	...	...	...
	Technical and Industrial schools	...	...	...	...
	Commercial schools	...	...	...	...
	Agricultural schools	...	...	...	...
	Other schools Professional schools	...	...	...	...
	Other schools Miscellaneous		...	...	...
	Total ...	...	...	...	...
	Inspection.				
SCHOLARSHIPS HELD IN	Arts colleges	...	...	...	...
	Medical colleges	...	...	...	...
	Other professional colleges	...	...	...	...
	Secondary schools...	...	...	..	...
	Primary schools	...	...	...	...
	Medical schools	...	...	...	...
	Technical and Industrial schools	...	...	...	...
	Other special schools	...	...	...	...
Buildings		...	...	...	...
Furniture and apparatus (special grants only)		...	...	...	...
Miscellaneous		...	...	...	...
	Total ...	...	...	...	...
	GRAND TOTAL ...	...	...	...	...

Municipal Expenditure of Public Instruction in Burma for the official year 1903-04.

OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.

TIONS MANAGED BY DISTRICT BOARDS.							IN INSTITUTIONS MANAGED BY			Total District Fund expenditure on Public Instruction.
Provincial revenues.	District funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal boards.	Private persons or associations.	
6	7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the Distribution of Local Fund and*

Objects of Expenditure.			EXPENDITURE OF IN INSTITUTIONS				
			Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.
1			17	18	19	20	21
							Rs.
COLLEGIATE EDUCATION.	*Arts Colleges.*						
	English		...	...	...	...	...
	Oriental...		...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law		...	...	...	...	...
	Medicine		...	...	...	...	...
	Engineering		...	...	...	...	...
	Teaching		...	...	...	...	...
	Agriculture		...	...	...	...	...
	Total ...		...	...	...	...	...
SCHOOL EDUCATION —GENERAL.	*Secondary Schools.*						
	For boys...	High schools	3	1,182	1,147	956	15,448
		Middle schools English ...	12	1,857	1,697	1,473	25,079
		Middle schools Vernacular	...	...	...	...	...
	For girls...	High schools	...	...	...	...	...
		Middle schools English ...	...	...	...	...	...
		Middle schools Vernacular	...	...	...	...	...
	Total ...		15	3,039	2,844	2,429	40,527
	Primary Schools.						
	For boys		1	34	36	31	571
	For girls		...	...	...	...	...
	Total ...		1	34	36	31	571
SCHOOL EDUCATION —SPECIAL.	*Schools for Special Instruction.*						
	Training schools for Masters		...	...	...	...	...
	Training schools for Mistresses ...		...	...	...	...	...
	Schools of Art		...	...	...	...	...
	Law schools		...	...	...	...	...
	Medical schools		...	...	...	...	...
	Engineering and surveying schools ...		...	...	...	...	...
	Technical and Industrial schools ...		...	...	...	...	...
	Commercial schools		...	...	...	...	...
	Agricultural schools		...	...	...	...	...
	Other schools ...	Professional schools...	...	...	...	...	...
		Miscellaneous ...	...	...	...	...	...
	Total ...		...	...	...	...	...
	Inspection.		...	...	...	...	...
SCHOLARSHIPS HELD IN	Arts Colleges		...	...	...	...	...
	Medical Colleges		...	...	...	...	...
	Other professional colleges		...	...	...	...	...
	Secondary schools		...	...	...	...	...
	Primary schools		...	...	...	...	...
	Medical schools		...	...	...	...	...
	Technical and Industrial schools ...		...	...	...	...	...
	Other special schools		...	...	...	...	...
Building...			...	...	...	...	5,000
Furniture and apparatus (special grants only)			...	...	...	...	...
Miscellaneous			...	...	...	...	...
Total ...			...	...	...	...	5,000
GRAND TOTAL ...			16	3,073	2,880	2,460	46,098

Municipal Expenditure on Public Instruction in Burma for the official year 1903-04—concluded.

MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.											
MANAGED BY MUNICIPAL BOARDS.						IN INSTITUTIONS MANAGED BY					
Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District boards.	Private persons or associations.	Total Municipal expenditure on public instruction.	Total expenditure of local funds and municipal boards on public instruction.	Remarks.
22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	...	
...	...	...	...	...	...	...

GENERAL TABLE NO. VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding houses for the official year 1903-04* (Paragraphs 154 and 155).

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of				Expenditure from					Remarks.
	Hostels or boarding houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or Municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
For Males.												
Managed by Government ...	8	446	57	151	143	95	336	...	...	37,017	37,353	
Managed by Local or Municipal boards.	3	58	...	20	24	14	...	...	...	5,045	5,045	
Aided by Government or by Local or Municipal boards.	63	3,251	4	1,120	1,968	159	6,911	2,053	35,892	1,13,188	1,58,044	
Unaided	15	459	...	34	425	...	...	...	11,316	584	11,900	
Total ...	89	4,214	61	1,325	2,560	268	7,247	2,053	47,208	1,55,834	2,12,342	

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of				Expenditure from					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or Municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
For Females.												
Managed by Government ...	..	...	...	...	...	...	...	...	...	...	...	
Managed by Local or Municipal boards.	...	...	...	...	...	...	...	...	...	...	...	
Aided by Government or by Local or Municipal boards.	26	936	...	275	536	125	7,772	3,190	17,672	65,892	94,526	
Unaided	...	...	...	...	...	...	...	...	...	...	...	
Total ...	26	936	...	275	536	125	7,772	3,190	17,672	65,892	94,526	
GRAND TOTAL ...	115	5,150	61	1,600	3,096	393	15,019	5,243	64,880	2,21,726	3,06,868	

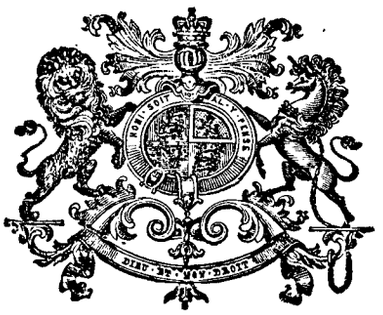
G. B. C. P. O.—No. 22, D. of P. I., 14-10-1904—636.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1904-05.



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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1904-05.

Extract from the Proceedings of the Government of Burma in the Educational Department,—No. 6E.—65, dated the 21st November 1905.

READ—

The Report of the Director of Public Instruction for the year 1904-05.
The Report of the Educational Syndicate for the year 1904-05.
The Report of the Insein Reformatory School for the year 1904.

RESOLUTION.—The Report contains more than the prescribed maximum number of pages. It might with advantage be compressed.

2. The progress made during the year under review in giving effect to the policy of the Government of India based on the Educational Conference held at Simla in 1901 is described in the Report. While a considerable measure of improvement in the educational system of the Province has undoubtedly been achieved, the Lieutenant-Governor is inclined to doubt whether full advantage has been taken of the special opportunities which have recently been available. The question of the amount of expenditure which was incurred during the year 1904-05 from the Imperial grant of four lakhs has been recently dealt with in a report submitted to the Government of India, and it is not necessary to repeat in detail in this Resolution the conclusions therein arrived at. Such expenditure only as was incurred in the direct furtherance of educational improvements arising out of the recommendations of the Simla Conference could properly be classed as debitable to the Imperial grant of four lakhs. Calculated on this basis the expenditure debitable to the four-lakhs grant during 1904-05 amounted to Rs. 2,72,410. The Lieutenant-Governor is fully in sympathy with the desire to promote Vernacular Education and to discourage the superficial teaching of English. But he does not altogether concur in the remarks contained in paragraphs 15 and 16 of the Report regarding the opening of new Anglo-Vernacular schools by private managers. His Honour desires heartily to encourage the establishment of new schools by missionaries and others, and he has no doubt that there is ample scope for additional Anglo-Vernacular schools in many districts in Burma, although good schools with boarding establishments may exist already at district headquarters. On the other hand, there are many districts in the Province in which there are as yet no Secondary schools, and in as many of these as possible the Lieutenant-Governor is prepared to give effect to the expressed policy of the Government of India, and to undertake the maintenance of Government Secondary schools as model institutions. Sanction has accordingly been granted to the establishment of certain model Secondary schools during the current year if funds can be made available for the purpose, and several other projects referred to by the Director as awaiting sanction have received the approval of the Local Government since Mr. Pope's report was written. The half-salary grant system has been extended to Vernacular teachers in Indigenous schools, sanction has been granted to the issue of Rs. 50,000 in building grants to private managers to assist them in opening Indigenous schools in localities where at present no schools exist, and twelve Government Primary Vernacular schools are now in process of construction. The establishment of other Government Primary schools in addition to these has been sanctioned, and their construction will be undertaken during the current year if it is found that the necessary funds can be provided. By these means the Lieutenant-Governor hopes that the whole amount of the Imperial grant of four lakhs, together with the later grant of two lakhs for Primary education, will be expended profitably during the current year on educational improvements arising out of the recommendations of the Simla Conference of 1901.

3. The total expenditure on education from Provincial and Local Funds during 1904-05 was 2½ lakhs in excess of that of the previous year. Perhaps the most far-reaching measure of reform resulting from the increased expenditure is the improvement which has been effected in the position and prospects of teachers of all grades throughout the Province, and the Lieutenant-Governor is gratified to learn from the Report that the teachers as a class are improving. The abolition of the untrained teachers' certificates is a reform which should prove highly beneficial. All teachers in Government schools who are at present untrained are being by degrees withdrawn for a course of training in a Normal school, and it is hoped that this example may be followed in the case of the Municipal and Aided schools of the Province. Much attention has been paid of recent years to Normal schools. It is believed that they are now sufficient in number, and it is hoped that the recent alteration in the course of instruction will increase their efficiency. Stipends to students in Normal schools are given on a liberal scale. An examination of the question has shown that the rate of stipends is adequate, and that there is no lack of candidates for admission. An increase in the number of stipends has recently been sanctioned.

4. The numbers of scholars undergoing Secondary and Primary instruction in public institutions again showed a substantial increase, and the figures are very satisfactory. The state of the higher education of the Province however, as evidenced by the results of the University examinations, affords somewhat less encouragement. The figures show an advance over those of the previous year, but the successes are still few in number. The total number of scholars in Burma who passed the Entrance Examination of the Calcutta University in 1904-05 was 150. Thirty-nine students passed the F. A. examination, while only four obtained a B. A. degree, and of these latter none succeeded in obtaining Honours. A scheme has recently been submitted by the Director of Public Instruction for the reorganization of the Rangoon College, by which it is proposed to include in the College course both the A and the B course of the B. A. degree, both Pass and Honours, and the M. A. course, and to make the necessary provision of an increased lecturing staff. It is observed that in the last four years one student only from the Rangoon College has taken the B.A. degree with Honours at the Calcutta University, while in the same period only 27 students have taken a Pass degree. It is necessary that good cause should be shown for anticipating that students will be forthcoming if it is proposed to enlarge the scope of the College by including other and more advanced courses of study and to entertain a teaching staff in proportion. The Lieutenant-Governor has appointed a committee to consider the matter fully and their report is awaited. The American Baptist Mission Union are, it is understood, contemplating the conversion of the Baptist College in Rangoon into a first grade institution. The project is one which commends itself to the Lieutenant-Governor, for he has no doubt that the results achieved by the College will be greatly improved when it has been reconstituted as a first grade College entirely separated from the High School to which it is now attached. Sir Herbert White desires to record his deep regret at the death of the Revd. Dr. J. N. Cushing, who, both as Principal of the Baptist College and Vice-President of the Educational Syndicate, rendered for many years invaluable assistance in the cause of education in Burma.

5. The Government School of Engineering at Insein remained practically unchanged during the year. This is at present the only Government School for imparting technical instruction. It has been decided to place it on a more satisfactory basis and to provide in it for training students to the Public Works Department Upper Subordinate standard but with a view to qualify them for employment not only in the Public Works Department but by private employers. It is not intended at present to raise it to the status of a College. The Lieutenant-Governor is satisfied that if the School is to be really efficient for the purpose indicated above, it must be enlarged and reorganized. A scheme to that end, which has been for some time under discussion, is now approaching completion. The Lieutenant-Governor proposes to convert the present Government Anglo-Vernacular High School at Maymyo into a Hill School for Europeans and Eurasians. The alteration will be effected as soon as provision can be made for the Native scholars

at present receiving instruction in the School. The School for the Sons of Shan Chiefs at Taunggyi continued to do good work. A proposal to appoint a head-master in the Provincial Educational Service has recently been submitted for the approval of His Majesty's Secretary of State. The establishment of a Medical School in Rangoon has now been sanctioned, and the scheme will be proceeded with without delay.

6. The Educational Syndicate continued to afford assistance to Government by conducting public examinations and by advising on educational questions. The care of the Bernard Free Library remained in its hands.

7. Mr. Pope will shortly retire after completing a period of nearly 17 years as Director of Public Instruction in Burma, and the Lieutenant-Governor takes this opportunity of recording his appreciation of the zeal and industry with which he has performed the duties. It fell to Mr. Pope in the first instance to include within the sphere of the Department the educational institutions of Upper Burma, and his task of administering the system of State-aided education throughout the province has been one of constantly increasing magnitude.

By order of the Lieutenant-Governor of Burma,

W. F. RICE,

Secretary to the Government of Burma.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1904-05.

CHAPTER I.

PRELIMINARY.

Preliminary.

The record for the year will, I trust, be thought a good one, both as to work and progress. Efforts have been made to advance Education in all directions, both as to quantity and quality. Schools and pupils have increased, Education, especially Vernacular Primary, has been carried further into the backward parts of the Province, and the quality of the work all round is better, and is yearly improving. The scale of salaries, and the rate of grant given, which are a considerable improvement on what they were, are bringing us teachers of a better stamp for Vernacular and Anglo-Vernacular education, who are content to remain working in the Department, instead of using it as a stepping stone for work elsewhere.

2. We have during the year given effect to the proposals of the Simla Conference as far as sanction to our proposals permitted of our doing so. I trust that 1905-06 will see the proposals further carried out in the Province.

A.—Secondary and Primary Education.

Certificated and trained teachers.

3. (*a*) In Government, Municipal, and Aided Anglo-Vernacular Schools the proportion of certificated to uncertificated teachers is as 218·79 to 100. Of these certificated teachers 43·38 per cent. are *trained*, *i.e.*, have gone through a course of regular training in a Normal School. We need a still higher percentage of these, and we hope to get them. From December 1905 the Teachers' test for Anglo-Vernacular candidates outside Normal Schools ceases, and all who desire work in Anglo-Vernacular Schools will have to pass through a Normal School for training. Besides, under recent orders of the Government of India all teachers in Government Schools, who have not obtained certificates as trained teachers, unless specially exempted by the Director of Public Instruction will, under certain conditions, be called in gradually to undergo a year's training in a Government Normal school. Aided and Municipal schools will be invited to send in untrained teachers on the same conditions.

(*b*) For Vernacular education the proportion of certificated to uncertificated managers and assistant teachers is as 13·05 to 100 and as 40·67 to 100, respectively.

Rules of Chapter VIII of the Code.

4. A few changes were made in the rules for Teachers' certificates. The most important matter connected with these rules arose out of the deputation while on furlough of Mr. Wedderspoon, Inspector of Schools, Central Circle. He was sent to study and report on the system of Training schools; after submitting his Report, he drew up a set of proposals for modifying the system in this Province.

These proposals were discussed at a Conference of managers connected with, and interested in Normal schools. The proposals of Mr. Wedderspoon and the resolutions of the Conference were submitted to the Government, and are now under consideration.

Preliminary.

Half-salaries and charge allowance.

5. The scale of half-salaries for certificated teachers in Municipal and Aided Anglo-Vernacular schools, and the full scale for Government Anglo-Vernacular schools was revised, and a charge allowance of Rs. 20 and Rs. 10 was sanctioned for Headmasters of Middle and Primary schools, respectively, on condition that in Municipal and Aided schools, the Municipal Committee or the Superintendent, as the case might be, met the other half.

Number and rate of Normal stipends.

6. Proposals were submitted for increasing both the number and rate of Normal school stipends.

Fixed grants to Vernacular schools.

7. Proposals were submitted and sanctioned for the introduction of the Fixed-grant system in certain selected Vernacular schools, and a set of Instructions to inspecting officers were drawn up, to make the operation of the rules uniform. I regret that the progress of the experiment cannot be recorded, as sanction was received so late in the year under review that it has been impossible to work the system till 1905-06.

Government Vernacular and Anglo-Vernacular schools.

8. The question of opening Government Vernacular and Anglo-Vernacular schools was under consideration the whole year, the original sanction which had been given having been held in abeyance, owing to the cost of the buildings. Orders have since been passed, but so late in 1904-05, that we cannot give effect to them before 1905-06.

Rangoon College.

9. The administrative and financial control of the Rangoon College was transferred from the Educational Syndicate to the Department, on November 16th, 1904.

B.—General questions.

Sibpur Engineering College.

10. Sanction was given for the creation of a Scholarship to a native of Burma, who had passed at least the F. A. Examination, tenable from 1905-06, in the Sibpur Engineering College.

Medical Scholarships.

11. In place of the two Medical Scholarships tenable in Calcutta, open to candidates of Burmese and Indo-Burmese origin, and to European and Eurasian candidates whose parents are domiciled in Burma, one has been made available each year for the former and one every second year for the latter.

European Code.

12. No orders have been received from the Government of India, though anxiously awaited, about the introduction into this Province of the European Code. A special Inspector of Schools has been appointed for European schools and Normal schools. We hope, as soon as the Code is sanctioned, to turn the Government High School, Maymyo, into a Day and Boarding Hill School for Europeans and Eurasians.

A report, as to the probable cost of introducing the Code into the Province, was called for, and submitted.

Trifurcation scheme. Agricultural schools.

13. The long delay in sanctioning the Trifurcation scheme has thrown us back, as far as Technical education is concerned, and has seriously hindered the reorganization and enlargement, on Mechanical and Electrical lines, of the Government School of Engineering, Insein. While Bengal has 14 B or Technical schools, and a Commercial school attached to the Presidency College, Calcutta, we have nothing. Bombay and Madras have Commercial schools at work. The question of opening Agricultural schools has been under consideration by the Department of Land Records and Agriculture.

Registration of schools.

14. (*a*) There is a tendency among school managers to rush the grade of schools under them, and to open higher departments that in no way cover their cost, and when opened turn a good Primary into a bad Middle, or a good Middle into a costly and worthless High school.

I have refused registration in several cases in which, because two or three pupils had passed Standard VII, a high department was wanted, because the manager did not want the two pupils to go elsewhere, it might be to a school of another denomination.

The Calcutta University.

(*b*) I regret to say that the rules of the Calcutta University, as they stand at present, allow girls, who are deliberately taught for the Entrance examination in a school that has been refused registration to the Higher grade, to go up for the Entrance as *private students*, without any reference to Standard VIII, or the Preparatory Entrance class, through which all pupils in a registered school have to go. This is subversive of all sound education and discipline. I need not say that such pupils are plucked; but this does not alter the case. It is not only subversive of good order and discipline, but it is an injury to well-ordered registered High schools.

I have referred the question in full to the Calcutta University.

Opening of costly and inefficient Anglo-Vernacular and subsidizing Vernacular schools.

15. Another tendency on the part of school managers that should be very carefully watched is, when a Mission is opened in a small town, or a desire arises to do so, to apply at once to open a small Anglo-Vernacular school that seldom or never either pays its way, or is efficient, the cost in all cases being met partly from fees, and largely from public funds whether Municipal or Provincial. These schools are not wanted, as there are ample Central schools, Government, Municipal and Aided, with good boarding establishments attached, to which pupils who want English can go.

They should be discouraged as, apart from everything else, they are a distinct injury to Vernacular education. Vernacular Education, too, is being injured by the custom with Missions, that should be checked, of buying up flourishing Buddhist schools and subsidizing the Manager. The plan invariably fails; but meanwhile good Vernacular schools are being ruined.

Government Anglo-Vernacular schools.

16. I urge the necessity for opening more Government Anglo-Vernacular schools to meet the demand for employés in Government and private offices who know English. Private enterprise cannot undertake this work efficiently. Government schools are much the cheaper, as the cost in them is largely, and often entirely, met by the income from fees, whereas Aided schools take their own fees; and get maintenance grants and half-salaries from Government.

Cost of Aided schools.

17. Though a great improvement has taken place in the collection of fees, still much is left to be desired. The cost to the public funds of Anglo-Vernacular aided education, primary and secondary, would be much reduced if the income from fees were larger, *i.e.*, if the attendance were much larger, and the payment of fees more strictly enforced, and if the schools contributed more from private and Mission sources. At present these contributions are either nothing at all, or a small sum nominally put in to swell the income side of the bill. Schools are practically run on fees, and half-salaries and maintenance grants from Public Funds. If it is worth the while of a Private Body, or a Mission to open, a school it should be worth their while, to take their share in support of it. It is often urged that the time of the Superintendent is equivalent to this; but this is not so, because Public Funds contribute 12½ per cent. of the cost of the staff as "Superintendence Charge."

Half-salaries.

18. Allied to this is the question of granting half-salaries. We have had to exercise the closest supervision and check over this. Schools are ready to take advantage of the better scale of salaries and draw the half; but they are not careful to see that the cost of the staff is, even in a remote way, justified by the income from fees and private sources. For example, a school the income of which from fees for the year is, say, Rs. 1,500, and that from private sources *nil*, will not hesitate to send in

Preliminary. applications for half-salaries for a staff that costs Rs. 5000, and Rs. 625 for Superintendence.

New Principal for the Government Collegiate school, Rangoon.

19. Proposals were submitted for the reorganization of the Government Collegiate School, Rangoon, and the appointment of an Indian Educational officer as Principal. These have been sanctioned, and I anticipate much good all round in instruction, discipline and tone from the change. Mr. A. L. Hetherington, B.A., (*Cantab.*) has been appointed by the Secretary of State for India.

Education in the Shan States.

20. A scheme for taking up work in the Northern and Southern Shan states was submitted. The sanction has come so late that we can only begin work in 1905-06.

Four and two lakhs grants.

21. In addition to the extra grant of four lakhs made in March 1902, for the general improvement of education on the lines laid down by the Simla Conference, and on particular lines specified by the Government of India, we have had a grant of two lakhs, the whole of which is to be spent on the extension of Vernacular Primary Education. The sanction came too late for us to do anything in 1904-05. We hope to spend it in full in 1905-06 and succeeding years, and spread Vernacular Primary Education still more.

CHAPTER II.

GENERAL AND STATISTICAL SUMMARY.

General and Statistical Summary.

22. The following table gives the statistics of all colleges and schools in Burma, for the years 1903-04 and 1904-05 :—

TABLE I.—*General Statisics of Institutions and Pupils.*

Statement I.

Class of institutions.	1903-04.		1904-05.		Percentage of increase or decrease.	
					Institutions.	*Pupils.*
	Institutions.	Pupils.	Institutions.	Pupils.	1904-05 compared with 1903-04.	1904-05 compared with 1903-04.
1	2	3	4	5	6	7
A.—Public Institutions.						
Arts colleges ... Males ...	2	189	2	171	...	—10
Arts colleges ... Females...	...	5	...	7	...	+40
Professional colleges. ... Males ...	...	...	...	...	...	...
Professional colleges. ... Females...	...	...	...	...	...	...
Secondary schools. Males ...	346	30,614	386	34,605	+12	+13
Secondary schools. Females...	46	7,159	50	8,256	+ 9	+15
Primary schools ... Males ...	4,529	1,11,462	4,590	1,19,664	+ 1	+ 7
Primary schools ... Females...	396	35,301	445	40,825	+12	+16
Training schools ... Males ...	8	395	8	403	...	+ 2
Training schools ... Females...	6	191	4	188	—33	— 2
Other Special schools ... Males ...	211	1,421	263	1,707	+25	+20
Other Special schools ... Females...	13	361	12	383	— 8	+ 6
Total Public Institutions ...	5,557	1,87,098	5,760	2,06,209	+ 4	+10
B.—Private Institutions.						
Advanced ... Males ...	...	...	...	...	...	...
Advanced ... Females...	..	...	...	...	...	...
Elementary .. Males ...	14,065	1,55,588	14,641	1,59,786	+ 4	+ 3
Elementary .. Females ..	94	4,449	108	5,128	+15	+15
Total Private Institutions.	14,159	1,60,037	14,749	1,64,914	+ 4	+ 3
GRAND TOTAL ...	19,716	3,47,135	20,509	3,71,123	+ 4	+ 7

23. The total of all institutions and of pupils for the year under report, as compared with those of last year, show an increase of 793 in the former, and 23,988 in the latter, *a larger rise this year than that of 1903-04 over 1902-03, which was 785 and 15,610, respectively*. The percentage of increase in institutions remains the same, but that of pupils has risen from 5 to 7. General and Statistical Summary.

24. I shall now take the figures for *Public* and *Private* institutions separately. Statement III.

(*a*) *Public* institutions have risen from 5,557 to 5,760, and the pupils from 187,098 to 206,209. The number of boys has increased by 12,469, and that of girls by 6,642; *in both cases a considerable rise on that of 1903-04 over 1902-03.*

These increases are very satisfactory, and show that good work has been done in the direction of extending education in the Province.

(*b*) *Private* institutions have risen from 14,159 to 14,749, and the pupils from 160,037 to 164,914. Of these, there is an increase of 81 schools and 165 pupils teaching the Koran only, and an increase of 581 schools and 4,778 pupils teaching merely a Vernacular. Of other schools, not conforming to Departmental Standards, we have 17 against 19, and 444 pupils against 510 last year.

These increases are large, and show that the inspecting agency is extending its operations, and is finding out schools in the interior of the districts.

25. *Eastern circle.*—The figures show marked progress under all heads, especially in Female Education in Primary and Secondary schools.

The number of monastic schools transferred from the Public to the Private list was 28.

Eight Vernacular Primary schools were raised to Secondary grade. One additional Kindergarten and eight Pâli schools were registered. One Anglo-Vernacular and 56 Vernacular Primary schools were added to the register. The number of pupils has increased in every stage but the high.

Northern circle.—Progress under all heads, and in every district, is shown, the largest being in Lower and Upper Chindwin, Meiktila and Yamèthin. The largest increases in attendance are found in Meiktila, Yamèthin, Myingyan, Mandalay, Sagaing and Mandalay Town. Katha, Bhamo and the Ruby Mines show decreases.

Western circle.—There are 41 more public schools this year than last, and the attendance has increased by 9 per cent. Of these, 19 are Secondary schools, due to the rise in grade of Vernacular Primary schools.

While Primary schools for males have decreased by 21, the attendance has largely increased. Inefficient schools have been removed from the register. Girls' schools have almost doubled in number, rising from 58 to 93, with a large increase in attendance. Pâli schools have increased, both in number and attendance.

Vernacular schools increased by 35. Two hundred and ten new schools were opened, while 87 were transferred to the Private list, as against 123 last year. Primary schools in Arakan do not increase, but the attendance of pupils has increased.

Central circle.—Secondary schools for boys have increased, both in number and attendance; those for girls have decreased in number, but increased in attendance. The same applies to Primary schools. These decreases are apparent only, and are merely a matter of classification; schools classed as "*Girls*" one year being returned as "*Boys*" the next, according to the preponderance of girls or boys. Pâli schools have risen from 27 to 42.

Public schools rose from 1,830 to 1,849, and the attendance from 68,793 to 73,105.

26. I shall now take the figures for each class of *Public* institutions. Statement III.

Arts Colleges.—The number of colleges remains the same, one 1st and one 2nd grade; but the attendance has fallen from 194 to 178. Males decreased by 18 and Females increased by 2.

General and Statistical Summary.

Secondary Public.—The numbers increased by 44, and the attendance by 5,088, or *more than double the increase of 1903-04 over 1902-03.*

I wish to draw special attention to the fact that Vernacular High schools rose from 4 to 6, and the attendance from 396 to 706.

Primary Public.—The numbers increased by 110, and the attendance by 13,726. The increase in schools, is less, but that in attendance much larger, than that of 1903-04 over 1902-03.

The chief rise is on the Vernacular side.

Special.—Under this head are included Training, Law, Engineering, Technical, Industrial, Reformatory, Pâli and Kindergarten schools. We have no Art, Medical, Agricultural or Commercial schools or colleges.

The total number of schools has risen from 238 to 287, and the attendance from 2,368 to 2,681.

The figures, in detail, are—

Training schools show a decrease from 14 to 12, and an increase of 5 in attendance. The schools for women are two, and the attendance 16 less than last year.

The *Law* school shows a considerable decrease from 36 to 18 in attendance.

Engineering schools remain the same in number, but show an increase of 8 in attendance.

The *Reformatory* school has 7 less inmates.

Pâli schools increased by 47, and the attendance by 286.

Kindergarten schools increased by 4, and the attendance by 45.

Proportion of Schools to Towns and Villages.

Statement I.

27. The total percentage is 36·41 against 35·004 last year. The percentage for males is 35·31 against 34·02, and for females 1·10 against ·99.

The Arakan and Irrawaddy divisions are still the lowest, though in both there is improvement compared to last year,—higher in the Irrawaddy than the Arakan Division. These two divisions, Minbu, the Chin Hills and Shan States are below one per cent. for female education; in fact in the last two it is *nil.* Tenasserim alone has 2 per cent. and above. In the total for male and female Sagaing stands highest, and Meiktila and Minbu next.

Proportion of Pupils to Schools.

Statement III.

28. As last year, the Pegu Division alone has *Colleges.* In *Secondary* schools the average has risen from 96 to 98; in *Primary* from 30 to 32—*a good rise from 1902-03.* In *Special*, there is a fall from 10 to 9.

Pupils according to Stages of Instruction.

Statements III and V.

29. *Males.*—There is an increase in every stage but *Collegiate*; and an increase all round in *Females.*

Schools according to Management.

Statement III.

30. PUBLIC (*a*) *Government.*—Schools have increased by 1, and pupils by 30.

(*b*) *Board.*—Schools have increased by 1, and pupils by 565.

PRIVATE (*a*) *Aided.*—Schools and attendance have increased by 201 and 18,516, respectively; a decrease in schools, but a considerable increase in pupils over the figures of 1903-04, as compared with those of 1902-03.

(*b*) *Unaided.*—Nil.

(*c*) *Private.*—Schools and attendance have increased by 590 and 4,877 respectively.

Pupils according to Race and Creed.

Statement III.

31. *Public.*—*Europeans and Eurasians* have increased by 39, much less than is shown in last year's report, when the increase was 179.

This is due partly to the want of a good Hill school for this community in the Province, and partly because a large number of natives, who put on European clothes, and were admitted into schools for Europeans and Eurasians, have been reclassified in their proper place.

Native Christians have increased by 932. *Brahmans* have increased by 11; *non-Brahmans* have decreased by 30; *Mahomedans* have increased by 584, a considerable rise; *Parsis* have decreased by 5; *Buddhists* have increased by 17,894, *a very striking increase over the figures of last year's report*; and *Others* have decreased by 314. General and Statistical Summary.

Private:—*Native Christians* have increased from 190 to 838, a very large increase that has not been accounted for. The increase in last year's report was only 84. *Non-Brahmans* have increased by 52; *Mahomedans* by 148; *Buddhists* by 4,029. *Europeans and Eurasians, Brahmans, Parsis, and Others* do not appear under this head.

Languages learnt by Pupils.

32. *Public.*—23,198 as against 21,156 learnt English; 80,382 as against 77,325 learnt a classical language; 1,97,800 as against 1,78,784 learnt a Vernacular,—*a large increase under each head.* Statement III.

Private.—205 against 350 learnt English, and poor stuff at the best it is; 93,140 against 92,707 learnt a classical language; and 1,58,058 against 1,51,510 learnt a Vernacular. While the two latter have increased, the former has declined, and I am glad to see it.

Of a population of 10,069,229, 23,403, or out of 64 of a school-going age, one was learning English. This is more than last year when 21,506, or one in 70, was learning English.

This looks well for Vernacular Education, which for the bulk of the population, is much more necessary.

General Statistics of Expenditure.

33. In the Resolution on the Report for 1903-04 reference was made to the position as regards the Imperial grant of four lakhs a year, and a statement and report were called for comparing the work and expenditure in 1904-05 with 1902-03. There was considerable difficulty and delay in doing this. In the first place, the *actuals* for 1904-05, were not due from the Accountant-General's office till after 31st March 1905, and as a matter of fact were received on the 10th June 1905. It was, in consequence, only possible to give in the statement sent in with the Report of 1903-04, the *probable* expenditure in 1904-05. Then comes the difficulty, which will always arise, when our figures and those of the Accountant-General have to be verified. Our classification is that laid down by the Government for the Annual Returns, that of the Accountant-General is under several heads, and it groups together several of our heads, the separation of which involves a large amount of time and labour. I have submitted separately a statement and Report showing how the grant was spent. Statement IV.

Imperial four lakhs grant.

The details of Expenditure from the Imperial grant of four lahks, during 1904-05, are as follows:—

Secondary schools.—The actual expenditure under this head during 1904-05 is Rs. 2,42,775 against Rs. 1,79,360 in 1901-02. The actual expenditure debitable to the Imperial grant during the year 1904-05 is Rs. 1,32,193.

Primary schools.—The actual expenditure on Primary schools for 1904-05 is Rs. 2,06,198 against Rs. 1,06,863 in 1901-02. The increased expenditure debitable to the Imperial grant is Rs. 93,177.

Special schools.—The actual expenditure under this head for the year 1904-05 is Rs. 1,27,690 against Rs. 1,03,579 in 1901-02. The increased expenditure debitable to the Imperial grant is Rs. 20,755.

Buildings and equipment.—The actual expenditure under this head for 1904-05 is Rs. 1,80,816 against Rs. 1,30,880 in 1901-02. The non-recurring charges debitable to the Imperial grant amount to Rs. 6,136.

Direction.—The actual expenditure under this head for 1904-05 is Rs. 53,687 against Rs. 44,756 in 1901-02. The expenditure debitable to the Imperial grant is Rs. 4,912.

General and Statistical Summary.

Inspection.—The actual expenditure under this head for 1904-05 is Rs. 2,07,196 against Rs. 145,277 in 1901-02. The increased expenditure debitable to the Imperial grant is Rs. 61,408.

The total recurring charges debitable to the Imperial grant amount to Rs. 2,98,867, while the total non-recurring charges debitable to this grant are Rs. 19,714.

The expenditure from Provincial revenues in 1901-02 was Rs. 8,24,288; that for 1904-05 was Rs. 11,48,473. The portion of the increase chargeable to the Imperial grant amounted to Rs. 3,18,581, of which Rs. 2,98,867 are actual recurring expenditure. The balance will I hope, be fully used next year. We were unable to spend the amount in full, owing to want of sanction to several proposals that had been submitted, namely, the extension of Vernacular and Anglo-Vernacular Education in the Northern and Southern Shan States; the Trifurcation of studies, into Literary, Technical and Commercial; half-salary grants system in Vernacular schools; opening of Vernacular Primary schools in backward parts with Rs. 500 building-grants; the general extension of Vernacular Primary Education; opening of 12 Government Primary Vernacular schools; opening three Government Vernacular Practising schools, in connection with the Moulmein, Toungoo and Akyab Normal schools; and the opening of a Government Vernacular High school and a Middle School, respectively, at Prome and Bassein.

Had sanction been received in 1904-05 for the above, we should have spent the money in full. The Imperial grant was spent in opening the Government Anglo-Vernacular High schools at Thazi and Maymyo, and the Middle School at Sagaing; in paying half-salaries, at the increased rate, to certificated teachers in Government, Municipal, and Aided Anglo-Vernacular schools,—High, Middle and Primary; in taking over the pay, and travelling allowances of the Itinerant teachers, both of which had been obtained from District Cess funds, to the great detriment of Primary Vernacular Education; opening a Government Vernacular Primary school for Chins at Falam; in gratuitous distribution of books to Vernacular schools; in opening two Normal schools—one in Rangoon for Anglo-Vernacular, and one in Akyab for Vernacular and Anglo-Vernacular Training, Secondary and Primary; opening of Slöjd classes, by supplying teachers and apparatus in all Normal schools, Government and Aided, for men teachers; in reorganizing and strengthening the Moulmein, Toungoo and Mandalay Normal schools; in payments of special Building and equipment grants; in reorganizing the Office of the Director of Public Instruction, and meeting the increased pay sanctioned for the Director; in increasing the Inspecting staff by the appointment of an Inspector for Normal schools and European Education; in improving the pay of the Assistant Inspectors; in reorganizing and strengthening the combined office of the Lower Burma Inspectors of schools; in improving the pay, altering the cadre, and adding to the number of the Deputy Inspectors, and giving them clerks and chaprassies; and in taking over from the District Cess fund, the charges for the travelling allowance and contingencies of the Deputy Inspectors, to set money free for Vernacular Primary Education.

Primary education has had a considerable share of the grant. By *Primary* I mean, not only purely Primary schools, but the Primary Departments of High and Middle schools, Vernacular and Anglo-Vernacular as well. All money spent on Itinerant teachers and Deputy Inspectors is for Primary education; and this is the case with Normal schools, for they train a large number of Primary teachers, Vernacular and Anglo-Vernacular. I am doubtful as to how far any portion should have been spent under the head "Direction;" if disallowed, the expenditure can easily be transferred to Provincial funds, and so adjusted. The half-salary system aids Primary to a larger extent than it does Secondary.

Statement IV.

34. The total expenditure, during the year under report, was Rs. 26,78,356 against Rs. 23,90,735 in the previous year, or an increase of Rs. 2,87,621. *Provincial* funds contributed Rs. 11,48,473, or an increase of Rs. 2,14,085; *Local* funds Rs. 2,40,114, or Rs. 18,491 less; *Municipal* funds Rs. 3,12,736, or Rs. 64,110 more; *Fees* Rs. 7,24,485, or Rs. 44,278 more; *Other sources* Rs. 2,52,548, or Rs. 16,361 less than last year.

35. *Direct and Indirect* expenditure rose from Rs. 15,73,985 and Rs. 8,16,750 to Rs. 17,49,698 and Rs. 9,28,658, respectively. General and Statistical Summary.

(*a*) The *Provincial* expenditure on *Arts Colleges* rose from Rs. 35,422 to Rs. 39,483; that on *Secondary* and *Primary Schools* rose from Rs. 1,94,556 and Rs. 1,31,501 to Rs. 2,42,775 and Rs. 2,06,198 respectively, due to the improvement in the salaries of teachers attached to Government, Municipal and Aided schools; to the payment of salaries and travelling allowances of Itinerant teachers from Provincial funds, whereas they were formerly paid from the District Cess funds; and to an increase in the grants earned by the schools. The number of Secondary and Primary schools at the same time rose from 392 and 4,925 to 436 and 5,035, respectively; that on *Special* schools rose from Rs. 1,12,211 to Rs. 1,27,690, due to the improvement in the salaries of teachers, attached to Government Normal schools and to the appointment of Slöjd masters in Government and Aided Normal schools. Statement IV.

Direct.

Indirect.

Direction and *Inspection* rose from Rs. 2,31,269 to Rs. 2,60,883, due to the appointment of an Inspector of Normal schools and European education; to the entertainment of additional Deputy Inspectors of schools and to the appointment of clerks and peons for these officers. That on *Scholarships* rose from Rs. 27,382 to Rs. 31,601, due to an increase in the amount of scholarships earned by medical scholars at Calcutta and Madras; that on *Buildings* and *Furniture* rose from Rs. 1,64,453 to Rs. 1,80,816, due chiefly to the building of a Gymnasium for the Rangoon College, the boarding establishment of the Government High school, Maymyo, the completion of the buildings of the Government High school, Thazi, and the extension of the Government Normal School, Mandalay, the cost of these amounting to Rs. 1,36,262 and that on *Miscellaneous* rose from Rs. 37,594 to Rs. 59,027.

(*b*) *Local funds* expenditure on Secondary and Primary schools fell from Rs. 42,155 and Rs. 2,10,300 to Rs. 37,758 and Rs. 1,94,121, respectively, due to a decrease in the amount of salaries and travelling allowances of Itinernant Teachers which were transferred from District Cess, to Provincial funds; that on *Buildings* and *Furniture* fell from Rs. 5,000 to Rs. 2,405; and that on *Miscellaneous* rose from Rs. 1,150 to Rs. 5,830.

(*c*) *Municipal Funds* expenditure on Secondary and Primary Schools rose from Rs. 1,61,242, and Rs. 59,492 to Rs. 1,91,412 and Rs. 69,014, respectively, due to an increase in the amount of grants earned by the schools, and to the improvement in the salaries of teachers attached to Municipal and Aided schools, and to an increase in the amount of Provincial contributions to Municipalities; that on *Special* schools fell from Rs. 3,685 to Rs. 2,410; that on *Direction* and *Inspection* fell from Rs. 1,298 to Rs. 1,285; that on *Buildings* and *Furniture* rose from Rs. 14,817 to Rs. 37,818, due to the improvements made in the Municipal school buildings at Myanaung and Ngathainggyaung; and that on *Miscellaneous* rose from Rs. 8,092 to Rs. 10,797.

(*d*) *Fees* in Arts colleges fell from Rs. 15,838 to Rs. 15,730; that in Secondary and Primary schools rose from Rs. 3,95,436 and Rs. 31,267 to Rs. 4,32,088 and Rs. 35,941, respectively; that in *Special* schools fell from Rs. 15,940 to Rs. 11,829, due to a decrease in the amount of fees realized in the Law school and to the reduction in the rate of fees charged in Kindergarten schools to the maximum limit allowed by the Code; and that in *Hostels and Boarding-houses* rose from Rs. 2,21,726 to Rs. 2,28,897, due to the Establishment of boarding departments attached to Government schools.

Other sources fell from Rs. 2,68,909 to Rs. 2,52,548, due to a decrease in the amount of contributions from private sources.

Proportionate Expenditure from Public and Private Funds.

36. This was 42·9 against 39·1 per cent. last year from *Provincial*, 8·10 against 10·8 *Local*, 11·7 against 10·4 *Municipal*, 27·05 against 28·5 *Fees*, and 9·4 against 11·2 *Other sources*. Statements II and IV.

General and Statistical Summary.

In *Colleges*, *Public* Expenditure rose from 55 to 57·8, while *Private* fell from 45 to 42·2.

In *Secondary* schools, *Public* rose from 42·8 to 46·6, and *Private* fell from 57·2 to 53·4.

In *Primary* schools, *Public* fell from 91 to 90·7 and *Private* rose from 9·03 to 9·3.

In *Special* schools, *Public* rose from 83·02 to 85·9, and *Private* fell from 17 to 14·1.

Under *Indirect*, *Public* rose from 60·1 to 63·6 and *Private* fell from 39·9 to 36·4.

Analysis of Expenditure from Public Funds.

Statement IV.

37. The Expenditure on *Arts Colleges* increased by 11 per cent. The increases in *Secondary*, *Primary*, and *Training* schools was 19, 17 and 27 per cent., respectively.

The proportion of *Direct* Expenditure on *Arts Colleges*, *Secondary* schools, *Primary* schools, and *Training* schools was 3·6, 42·5, 42·2 and 7·2, respectively.

Public schools under *Public* management received 26·4, and *Aided* 73·6 per cent., against 25·4 and 74·6, respectively, last year.

Average Expenditure per head of Population.

Statement IV.

38. This was Re. 0-2-8 from *Public* and Re. 0-1-7 from *Private* funds. The former rose by Re. 0-0-5 and the latter by Re. 0-0-1. The total is Re. 0-4-3 against Re. 0-3-9.

Average cost of each Pupil.

Statements II and IV.

39. In *Arts Colleges*, *Provincial* and *Private* Funds show 210·02 and 153·2, respectively, a rise in both over that of last year.

Secondary schools show 5·8 from *Provincial*, 5·5 from *Local and Municipal*, and 12·10 from *Private* funds.

Primary schools show 1·3 from *Provincial*, 1·6 from *Local and Municipal*, and ·3 from *Private* funds.

Training schools show 142·7 from *Provincial*, and 8·8 from *Private* funds, an increase in both.

Special schools show 22·6 from *Provincial*, 1·2 from *Local and Municipal*, and 7·8 from *Private* funds: a decrease all round on last year.

Arts Colleges show 313·8 *Government*, and 736·4 *Aided*; a slight increase in the former, but a large one in the latter.

Secondary schools show 74·9 *Government*, 50·1 *Municipal*, and 19·9 *Aided*; a decrease except under *Municipal*.

Primary schools show 55·06 *Government*, 45·7 *Municipal*, and 3·1 *Aided*; an increase all round.

Training schools show 187·09 *Government*, and 108·07 *Aided*; an increase in the former, and a decrease in the latter.

Other schools show 199·6 *Government*, and 13·10 *Aided*; a rise in the former, and a fall in the latter.

Direct and Indirect Expenditure.

Statement II.

40. The proportion between *Provincial*, *Local* and *Municipal* funds is 53·6, 96·6, and 84·05, respectively; a rise in the first and a fall in the two latter.

Local Funds Expenditure.

Statements II and IV.

41. Towards *Secondary* schools Rs. 37,758, or 15·7 per cent., was contributed, and towards *Primary* Rs. 1,94,121, or 80·8 of all on both.

Indirect Expenditure was Rs. 8,235 or 3·4 against Rs. 6,150 or 2·4 last year.

Municipal Funds Expenditure.

Statements II and IV.

42. Towards *Secondary* schools Rs. 1,91,412 or 61·2, against Rs. 1,61,242 or 64·9 per cent. last year was contributed, and towards *Primary* schools Rs. 69,014 or 22·07 per cent. against Rs. 59,492 or 23·9 per cent.

Towards *Special* schools Rs. 2,410, or ·8 per cent., against Rs. 3,685, or 1·5 per cent., was contributed. General and Statistical Summary.

Indirect Expenditure was Rs. 49,900 or 15·10 against Rs. 24,207 or 9·7 per cent.

Expenditure from Fees.

43. *Fees* rose from Rs. 6,80,207, or 28·5, to Rs. 7,24,485, or 27·05 per cent. *This steady annual rise in fees is a very interesting feature. It shows what can be done by a little firmness in realizing the very small fee a pupil has to pay for the remunerative education he receives, and the advantage in having a scale of fees laid down and enforced.* Rs. 15,730 belong to *Colleges*, Rs. 4,32,088 to *Secondary*, Rs. 35,941 to *Primary*, and Rs. 11,829 to *Special* schools. The first and the last alone show decreases. Statements II and IV.

Expenditure on Scholarships.

44. All but Rs. 562, out of a total of Rs. 32,163, were paid from *Public* funds. Both *Public* and *Private* funds show an increase. Statement IV.

Rupees 6,988 went to *Arts Colleges*, Rs. 17,730 for *Medical*, Rs. 6,392 to *Secondary*, and Rs. 1,053 to *Special* schools; a decrease in *Arts Colleges* and *Secondary* schools, and an increase in the others.

We have no *Primary* scholarships.

The proportion of expenditure is 22 on *Arts Colleges*, 55 on *Medical*, 20 on *Secondary*, and three on *Special* schools.

CHAPTER III.

CONTROLLING AGENCIES.

Changes during the year.

45. I went on three months' privilege leave, combined with furlough for three months, and subsidiary leave for nine days, from 2nd July 1904. Controlling Agencies.

Mr. Wedderspoon the Senior Inspector of Schools, in charge of the Central Circle, officiated for me.

Maung We Lin, B.A., Assistant Inspector of Schools, officiated as Inspector of Schools, Central Circle; Saw Chin Cheng, B.A., and Maung Zaw Pè, B.A., Deputy Inspector of Schools, officiated successively as Assistant Inspector of Schools, Central Circle.

Sanction was given for the appointment of a fifth Inspector of Schools, and Mr. C. A. Snow, M.A. (*Oxon.*), scholar of Wadham College, was appointed and arrived in February 1905. He was placed in charge of the Central Circle, and Mr. Wedderspoon was given the new appointment of "Inspector of Normal Schools and European Education."

Mr. Potter, Inspector of Schools, Eastern Circle, was given an extension of leave for five months, and returned to duty, taking his old Circle, the Eastern, on the 6th February 1905.

In March Mr. Cocks, Inspector of Schools, Western Circle, and Mr. Douglas, Inspector of Schools, Northern Circle, exchanged Circles. The latter proceeded on three and a half months' privilege leave, on 16th March, Mr. Wilkins, Principal, High and Normal School, Moulmein, being appointed to officiate for him.

Mr. Cocks was on leave from the 8th January to the 26th June 1904, and Maung Môn, K.S.M., Assistant Inspector of Schools, officiated for him.

Maung Thwin, Deputy Inspector of Schools, Thatôn, resigned his appointment. He was a very unsatisfactory officer. The permanent incumbent, Maung Po Yin Si, B.A., is on leave. He has passed the Pleadership examination and is not likely to return. He has been of no use to the Department. This District has been unfortunate in its Deputy Inspectors.

The Shwebo district was divided, and placed under two Deputy Inspectors.

Cost of Direction and Inspection.

46. The cost rose from Rs. 2,32,567 to Rs. 2,62,168. Statements II and IV.

Controlling Agencies.

Provincial funds contributed Rs. 2,60,883, and *Municipal* Rs. 1,285.

Both *Direction* and *Inspection* increased; the former slightly, and the latter considerably.

The reasons for the above are found in Chapter II.

Officers for Special Mention.

47. The Inspectors of Schools report the work of the following Deputy Inspectors of Schools as worthy of special mention:—

Maung Tun Hla (1), Mandalay Town; Maung Maung, Sagaing; Maung Tun Hlaing, Meiktila; Maung Pu, Kyauksè, in the *Northern Circle.*

Maung Po Tin, Pakôkku (A); Maung Hman, Pakôkku (B); Maung Tun Aung Gyaw, Minbu; Maung Ngwe Zin, Thayetmyo; Maung Chu Sein, B.A., Prome; Maung So Pe, Hanthawaddy (A); Maung Zaw Pe, B.A., Hanthawaddy (B); Maung Po We, (Karen), Hanthawaddy, Tharrawaddy and Prome; Maung Tun San U, Tharrawaddy; and Maung Ba, Rangoon Town, in the *Central Circle.*

Maung Weik, Moulmein Town; Maung Po Kyin, Amherst; and Maung Ba Choe, B.A., Toungoo, in the *Eastern Circle.*

Yusuf Khandia, Henzada; and Maung Tun Win (Karen), Bassein, in the *Western Circle.*

48. I regret to say that in all Circles Deputy Inspectors are reported as "being too much at headquarters," "failing to supervise the Itinerant teachers under them," "not putting enough energy into their work," "always late with reports and returns," "work not altogether satisfactory," "does not keep his Managers well in hand."

49. I have conveyed our thanks, through the several Commissioners, to all District and Township officers, headmen and others, who have helped us in our work.

50. The services of the following were specially recognized by the Government:—

Certificate of Honour and Robe—

U Ogantha, Monastic School Manager, Pyaungbya, Thayetmyo district;

U Adeisa, Monastic School Manager, Myothit quarter, Mindôn township, Thayetmyo district;

U Pandi, Monastic School Manager, Kyauksè.

Certificate of Honour and Watch.

Maung Shwe Pyo, Lay School Manager, Hanthawaddy.

51. One and all of the Inspectors of Schools, permanent and officiating, have done their work very well. They have shown much energy, and, in dealing with Committees and Managers, both firmness and tact. They have heavy work; but it has been done punctually and carefully.

Of the Assistant Inspectors, Maung We Lin, B.A., Maung Môn, K.S.M., Maung Phroo, Saw Chin Cheng, B.A., and Maung Zaw Pè, B.A., have been mentioned for good work.

Inspections and control have been good.

Itinerant Teachers.

52. *The Eastern Circle* has 23. The work done by them varies. Some men itinerate their jurisdiction well, do a large amount of teaching, and bring many schools on the register; others do very little, and this is due to want of efficient supervision and firmness on the part of the Deputy Inspectors of Schools. We have had to dismiss some men, who were doing nothing but falsifying diaries.

The Western Circle has 44. The Inspector of Schools has made no remarks on the work of these.

The Central Circle has 56. The Inspector of Schools reports that they have been well supervised, and that they have done good work.

The Northern Circle has 63. The Inspector reports that the work of these men has been in some cases unsatisfactory, owing to resignations and dismissals for misconduct. Wherever this has been the case, it has been due to want of supervision. Where supervised well by the Deputy Inspectors of Schools, they have done their work well. Controlling Agencies.

Certificated Managers and Assistants.

53. The number of Certificated Managers and Assistants is 823 against 718 last year—*a very satisfactory increase.*

Pupil-Teachers.

54. We have 496 at work. On the whole the Pupil teachers have not worked well during the year. The Managers, who employ them, have not supervised their work as they ought to have; and the Itinerant teachers and Deputy Inspectors should have done more in this line. The Pupil-teachers have been, to start with, badly selected. They manage to get through their first and second year's courses, but fail in large numbers in the final or third-year course.

The matter is being carefully considered in consultation with the Inspecting officers, and I hope that some means may be found for improving the system, and making it more attractive and successful. I should be very sorry to see it abolished, as it affords Managers a convenient form of help, and it trains up boys, who should become the future Managers, under the Salary-Grant scheme.

CHAPTER IV.

COLLEGIATE EDUCATION.

55. As last year there are two Colleges, the Rangoon College, 1st grade, and the Baptist College, second grade. Collegiate Education, Statement III.

The former had 151 students, against 166 the year before, and the latter 27 against 28. Of the 151 students in the former, 26 were in the B.A., and 125 in the F.A. classes.

56. Attention was called, in a table appended to the Resolution on last year's Report, to the results of examinations in the more advanced classes, and it was stated that the figures were somewhat disappointing, and seemed to show that not much progress was being made in the advancement of higher education. Till pupils feel that higher education is a necessity, and that men with higher education are wanted in the various appointments, public and private, they will consider it waste of time and money to go beyond Standard VII, which is a very poor qualification indeed.

The VIIth Standard Anglo-Vernacular results, shown in the table, show a distinct rise in spite of the fact that we purposely make this examinatton a hard one, *because it is the initial qualification for work.* As to the Vernacular VIIth Standard results, it should be borne in mind that, in the absence of any system of half-salaries to teachers in Vernacular schools (a defect which will, I hope, be shortly remedied), a Middle school is very expensive to Managers, and very few of them care to keep such schools, especially VIIth Standard ones. Then again, as only three subjects, *viz.*, Burmese, Arithmeticand Geography are required for a pass, and as this also is an initial qualification for work, and for admission to Examinations like the Pleadership, we have purposely, made the test a hard one. I had rather see the Anglo-Vernacular and Vernacular seventh standard passes few and good, than numerous and worthless. It will be better so for the Province.

Results of University Examinations.

57. Nine candidates went up for the B.A. against twenty, and four passed against seven, the year before. The smallness of this class was pointed out in last year's Report. Statement VI.

B. A. *results.*

One candidate went in for Honors in Mathematics, and one for Honors in Science; but neither passed. The junior B.A. class has 17 students, of whom seven are reading for Honors, two in English, three in Mathematics, and two in Science.

Collegiate Education.

Statement VI.

F. A. *results.*

58. There were 125 students in the F.A. classes of the Rangoon College, 78 in the senior, and 47 in the junior. Ten failed to pass the College test, and were not permitted to appear for the University Examination. Thirty-five passed against 16 the year before, one in the 1st, 15 in the 2nd, and 19 in the 3rd division.

The junior F.A. class is small owing to the poor results of the Entrance last year, and the Principal reports that the class is distinctly inferior and unpromising.

From the Baptist College ten were sent up against seven, and four passed against two, the year before, one in the 2nd and three in the 3rd division.

Staff.

59. Mr. C. W. Ainley, M.A., (*Cantab.*) was appointed Lecturer in English in January 1905, temporary arrangements having been made meanwhile for carrying on the work. Mr. Dè, Mathematical Lecturer was ill, and could not return to his work in time after the M.A vacation till August: this threw back work somewhat.

Proposals were submitted by the Principal for a very necessary re-organization of the College staff, and they are under consideration.

Mr. Marshall, the Principal, and his staff deserve credit for their work, which has been carried on under unavoidable difficulties.

Law Colleges and Schools.

60. The Province has no Law College. Law classes under two Lecturers are held, and nothing more than an attendance of an hour a day in the morning is required, to enable students to put in the number of lectures, prescribed by the rules for those who wish to enter for the various Law examinations.

Staff.

61. Mr. T. F. R. McDonnell, B.A., LL.B., (*Cantab.*) and Maung Kin were the Lecturers.

Statement III.

Attendance.

62. There were 18 students, seven in the B.L., five in the 1st grade Pleadership, and six in the 2nd grade Pleadership classes. In 1906, as I pointed out in last year's Report, the 1st grade Pleaders' cease to exist, and it is to be seen whether with the higher initial qualifications, which have been rightly raised, the 2nd grade Pleaders' class will be largely attended.

The students evidently consider the lectures merely as a means for admission to examinations. They seem to care little or nothing for them. The senior Law Lecturer reports, that he and the junior Lecturer both find, that the students show a great reluctance to home-work, or examinations, or any other means of advancing their knowledge of Law. He wishes it particularly noted, that the Burman students, who have been most regular and diligent, are a marked contrast to the natives of India, who are irregular in attendance, and think of nothing but keeping a bare minimum of lectures.

Cost of the Law Classes.

Statement IV.

63. The Law classes cost Rs. 5,512 against Rs. 6,000 last year. This year *Provincial* Funds paid Rs. 1,586, against Rs. 612, and *Fees* amounted to Rs. 3,926, against Rs. 5,388 last year.

Expenditure on Arts Colleges.

Statement IV.

64. The total expenditure was Rs. 68,287 against Rs. 64,350 last year. *Provincial* Funds paid Rs. 39,483. *Fees* came to Rs. 15,730 and *Other sources* contributed Rs. 13,074. Fees were less than the year before.

Expenditure from Public Funds on Arts Colleges.

Statement IV.

65. This was 6·4 per cent. against 7·5 the year before.

Average cost of each student in Arts Colleges.

Statement II.

66. This was Rs. 363 against Rs. 320 the year before, *Government* share being Rs. 314 and *aided* Rs. 736. The Provincial expenditure on *aided* was Rs. 109 against Rs. 96 last year.

Fees in Arts Colleges.

67. In the Rangoon College it was 90·4 against 86, and in the Baptist College 33·05 against 28·4. Collegiate Education.

The percentage of total expenditure was 28·8 and 4·5 against 31·4 and 4·4. Statements III and IV.

Scholarships in Arts Colleges.

68. The total expenditure was Rs. 6,988 against Rs. 7,314, the year before. *Provincial* supplied Rs. 6,948 and *Other sources* Rs. 40. Statement IV.

Oriental Colleges and Schools.

69. The Province has no Oriental College.

70. The number of Pâli schools is 245 with 1,226 pupils, against 198 with 940 pupils last year.

71. For the *Patamagyaw* 29 monks appeared against 11, last year. The *Patamagyaw* for the year is U Kalayan Biwuntha of the Bengala Sayadaw's Kyaung, Rangoon.

Patamabyan Examinations.

For the *Patamagyi* 24 monks, one layman and one laywoman appeared, against 38 last year: eight monks and one layman passed.

For the *Patamalat* 89 monks and two nuns appeared, against 53 monks, one layman and two nuns last year. Ten monks, against 19 last year, passed, and one layman and one nun.

For the *Patamange* 551 monks, 11 laymen and four nuns appeared, against 320 monks, four laymen and five nuns last year. Seventeen monks only against 79 monks, three laymen and two nuns passed.

We keep this initial test hard, as it is utterly useless to allow those who cannot pass it, to go higher.

72. This Examination has yearly grown in popularity, and it is an indication of the extent to which Pâli is appreciated in the Province. The fullest encouragement should, in spite of all said against it by interested people, be given to these Examinations, and to the study of Pâli, whether in Anglo-Vernacular or Vernacular schools. *The making of Pâli an alternative subject in Monastic schools for Geography and Elementary Science, and the institution of these Examinations have done much to win the Monastic systems of education, which we found in the Province, over to our side. I trust that nothing will be allowed to interfere with these. The cost is a mere trifle, compared with the value to education.*

Cost of the above.

73. The cost of the above Examination in Contingencies, Fees to Examiners, and rewards was Rs. 3,162.

Medical Colleges and Schools.

74. The Province has no Medical College or school. The question of opening a Medical school in Rangoon, raised by me in April 1903, was again taken up in the year under report, and I hope, that before long the Province will have its own Medical school. The present system of sending students to Calcutta and Madras is expensive, and it produces a very small return. It is not fair on Burmans to require them to go to these places, which are utterly foreign to them, and where they find little sympathy, in order to qualify professionally for employment or work in their own country.

Scholarships for Assistant Surgeons and Female Medical Practitioners.

75. The number of students from Burma studying at the Calcutta Medical College was the same as last year, except that the holder of the "European and Eurasian scholarship," after his name had been struck off the rolls of the College, was specially re-admitted and allowed to continue his course. Of the *male* students, one in his fifth year appeared for and failed at the 2nd M.B. Examination of 1904. He did not appear for the 2nd L.M.S. Examination. One in his fourth year passed and was promoted. One in his 3rd year appeared for and failed at the first L.M.S. Examination.

Collegiate Education.

Of the *female* students, one in her 1st year passed and was promoted; so with two in their 3rd year.

Hospital Assistant Scholarships.

76. There are two distinct classes of Medical scholars under training in Madras: one is the Madras-Burma scholar, and the other the Burma scholar. There is no change in the conditions of award of the latter scholarship. For the former the students are recruited entirely in Madras, and after undergoing the course of training are sent to Burma as Hospital Assistants. Recruitment is now made for this class from Burma itself, but does not seem popular with those who have passed the Entrance Examinations. Only those with seventh and eighth standard qualifications have applied.

77. The following are the attendances and passes of the students who are undergoing their course at the Madras Medical College:—

	Madras-Burma.		*Burma.*	
	Attendance.	Passes.	Attendance.	Passes.
1st year	13	8	6	2
2nd year	12	12	4	3
3rd year	4	3	11	2

The Superintendent of the Royapuram Medical school reports that the failures are mostly among Burman students.

Nurses and Midwives.

78. Eighteen students were in the Midwifery, Nursing and Compounding classes of the Dufferin Hospital, Rangoon. No further information has been supplied as to the nationality of the students, or the sources from which they are drawn.

Two Examinations were held, one in May and the other in November. At the 1st, three passed in Sick-nursing and six in Midwifery, at the 2nd, four passed in Sick-nursing, and three in Midwifery.

Thirteen passed students are employed at various stations, and others are supposed to be working in Rangoon and elsewhere. Many have married and given up their work.

Cost of Medical Education.

Statement IV.

79. Rupees 17,730 were spent in Medical scholarships, and Rs. 3,342 in passages to and from Calcutta and Madras.

CHAPTER V.

SECONDARY EDUCATION, UPPER AND LOWER.

(Standards V—IX, inclusive).

General Statistics of Secondary Schools.

Secondary Education.

80. Secondary Education in the Province is as yet purely on the *Literary* side: No. B or *technical*, and No. C or *commercial* side have been added.

Statement III.

(*a*) *English.*—The number of schools remains the same, but the attendance has risen from 15,769 to 17,221, *i.e.*, by 1,452, whereas the rise last year was 600. The only Division that shows a decrease is Sagaing. The largest rise is in the Pegu Division.

(*b*) *Vernacular.*—The number of schools has risen from 269 to 309, and includes six High Schools with an attendance of 706. The Mandalay Division is the only one that shows a decrease. The total attendance has risen from 17,908 to 21,124, *i.e.*, by 3,216, whereas the increases last year and the year before were 513 and 1,382 respectively.

Vernacular versus *English.*

81. *I wish to draw special attention to these figures.* Vernacular Education from Primary to High stage is still largely sought, in spite of Anglo-Vernacular Education. I regard this as a very healthy sign. It is the aim of some, for purely interested purposes, to supply a poor sort of English in the place of good Vernacular teaching, with a view to inducing the native of the country to drop his own literature as being

useless. I feel strongly, that this is a mistake. Better have a people contented with their own Vernacular and with their own line of life in the country, than a crowd of youths, who have acquired a useless smattering of English, and have in consequence abandoned the walks in life suitable to them, and are going round for employment for which they are unsuited, and which they cannot get. These disappointed *umedwars* are no good to Society or to the State. Secondary Education.

Stages of Instruction in Secondary Schools for Boys.

82. There is an increase in every stage, the largest being in the Lower Primary (A). The rises are *High* 39, *Middle* 784, *Upper Primary* 1,039, *Lower Primary* (A) 2,806. Statement V.

(*a*) English Secondary Schools.

Government.—Schools remain the same in number, but the attendance has increased by 48; *Municipal* increased by 1, and the attendance by 557; *Aided* decreased by 1, but the attendance increased by 847. There are 77 schools in all, with an attendance of 17,221. Statement III.

(*b*) Vernacular Secondary Schools.

All the schools but one, which is under Government, are under aided management. The Government school shows a decrease of 5 pupils, while the *Aided* have increased by 40 in number and 3,221 in attendance.

83. I give here a short summary of Secondary Education in each circle, with the names of those teachers whose work calls for special mention.

Eastern Circle.—English schools remain the same in number; but the attendance has increased in each district.

Vernacular schools have increased in number and attendance. Amherst and Thatôn show progress; Mergui has gone back, while Toungoo, Tavoy and Moulmein remain stationary.

The Inspector of Schools mentions the following managers and teachers for specially good work:—

Brother Director, St. Paul's, Rangoon; Brother Athelin, St. Patrick's Moulmein; Miss Smiley, American Baptist Mission English Girls' High School, Moulmein; Mother Superior, St. Joseph's convent, Moulmein; Miss Fairclough, St. Matthew's Moulmein; Saw Chin Tin, B.A., Maung Mai, and Maung Chit Maung, Government High School, Moulmein.

Western Circle.—English schools remain the same in number; but the attendance has increased. All districts but Bassein share in this increase.

Vernacular schools have increased by 19 and the pupils by 1,058. All the districts but Sandoway and Myaungmya show an increase; the decrease in the latter is only apparent, and is due to the breaking up of Thôngwa into Ma-ubin and Pyapôn.

The Inspector of Schools mentions the following managers and teachers for specially good work:—

Mr. Campagnac, Municipal High School, Bassein; Mr. Woollaston and Maung Mra Tha Aung, Municipal High School, Akyab; Maung Choot Po and Maung Shwe Dun, American Baptist Mission, Sgau-Karen School, Bassein.

The Municipal schools at Sandoway and Kyaukpyu, I regret to have to report, were very bad. There had been no attempt at supervision or discipline by the Headmasters, at carrying out in any way the orders of the Inspecting officers, or remedying the defects pointed out by them. It reflects no credit on the Headmasters and they have been warned.

Central Circle.—English schools are the same in number; but the attendance is larger. All the districts share in the increase.

Vernacular schools have increased in number and attendance in the Hanthawaddy, Rangoon and Prome districts. Pegu has the same number of schools, but a decreased attendance; Tharrawaddy shows a decrease in schools, but an increase in attendance. Minbu, Magwe and Pakôkku have increased in the number of schools and in attendance, while Thayetmyo shows a decrease in both.

Secondary Education.

The Inspector of Schools mentions the following managers and teachers for specially good work:—

Mr. Nepean, Minbu; Mr. Shillong, Thayetmyo; Mr. O'Hara, Prome; Miss B. Fischer, Prome; Maung Po Sein, Maung San Dun, and Mr. Jolly, Letpadan; Miss Higby, Tharrawaddy; Revd. Father Perroy, Thônzè; Mr. Wales, Rangoon; Mr. O. White, Rangoon; Mr. Reynaud, Rangoon; Maung Po Mya and Maung Ba Myaing, Baptist Collegiate School, Rangoon; Miss M. Bruce and Ma Nyi Ma, St. Mary's (S. P. G.), Rangoon.

Northern Circle.—English schools are the same in number; but the attendance has increased. All the districts share in the increase.

Vernacular schools have increased in number and in attendance. Bhamo, Katha, Lower Chindwin and Yaméthin show decreases in attendance, that in Yamèthin is the largest, 6 schools having fallen to the Primary grade, as they had no pupils in the Middle Department.

The Inspector of Schools mentions the following managers and teachers for specially good work:—

Revd. Mr. Kelly, American Baptist Mission, Mandalay; Revd. Mr. Sharp, American Baptist Mission, Pyinmana; Miss Parrott, American Baptist Mission, Mandalay; Revd. Father Hervey, Roman Catholic Mission Tamil School, Mandalay.

Results of the Entrance or IXth Standard Examination.

(*a*) *English.*

Statement VI.

84. Seventeen schools, against 16, passed 132 pupils, against 93 last year. Two hunderd and sixty-six boys and 6 girls were presented, and 129 boys and 3 girls passed. Of these, 47 boys and 1 girl came from schools under public management; 82 boys and 2 girls from Aided; 8 were teachers, and 1 a private student, also passed.

(*b*) *Vernacular.*

Thirty-eight teachers appeared and 10 passed. Last year 7 out of 23 passed.

Results of the Preparatory Entrance or VIIIth Standard Examination.

(*a*) *English.*

85. Eight schools under public management sent up 129 boys and 2 girls, and passed 97 and 2, respectively. Nine Aided schools sent up 205 boys and 2 girls and passed 120 and 1, respectively. The results were not so good as those of last year: more pupils were presented and less passed.

The Examination is not an easy one, and is not meant to be. *If made easy, it only leads to bad preparation for the Entrance Class.*

(*b*) *Vernacular.*

Six Aided schools sent up 9 pupils and passed 1. Eighty-eight teachers went up and 17 passed. Here again the results were not so good as those of last year, when two schools sent up 78 and passed 29.

Results of the Middle School Examination.

(*a*) *English.*

Statement VI.

86. In Standards V, VI and VII, 22 schools under public management sent up 963 boys and 2 girls, and passed 577 boys and 1 girl. Fifty-five Aided schools sent up 2,160 boys and 132 girls, and passed 1,170 boys and 75 girls: a slight decrease on last year's results. Five teachers appeared and none passed in Standard VII; 23 private students appeared and 6 passed.

(*b*) *Vernacular.*

One school under public management presented 3 for Standard V, and 3 passed; 292 Aided schools sent up 1,862 boys and 79 girls, of whom 1,232 boys and 55 girls passed. Six hundred and thirty-one teachers appeared and 275

passed. Two hundred and thirty-two private students appeared and 73 passed. The results are much better than those of last year. Secondary Education.

Expenditure on Secondary Schools for Boys, including their Primary Departments.

(*a*) *English.*

87. The total expenditure rose from Rs. 6,88,359 to Rs. 7,53,684. *Provincial* Funds contributed Rs. 1,85,392, *Local* and *Municipal* Rs. 1,23,424, and *other sources* Rs. 76,169. *Fees* amounted to Rs. 3,68,699 against Rs. 3,33,203 the year before. This steady annual rise in fees is good. Statement IV.

Explanation of the above will be found in Chapter II.

(*b*) *Vernacular.*

The total cost was Rs. 94,884 against Rs. 91,820 last year. All the schools are *Aided*, and the fees go to their credit.

Provincial Funds paid Rs. 28,858 and *Local* and *Municipal* Rs. 66,026.

Analysis of Expenditure on Secondary Schools, including their Primary Departments.

88. The average cost of *Secondary* schools for *boys* was *High* Rs. 21,661, *Middle* Rs. 6,424, and *Vernacular, High* and *Middle*, Rs. 307: a decrease except in the Middle English. Statements III and IV.

The average cost of a pupil was Rs. 51, Rs. 39, and Rs. 4, respectively: a decrease except in the Middle English.

The percentage of *Direct* expenditure was—*Provincial* 34·8, *Local* 15·3, and *Municipal* 585.

Private Funds for *English* fell from 63 to 59. We have no means of calculating that for *Vernacular*.

Fees in Secondary Schools for Boys, including their Primary Departments.

89. The average *Fee* expenditure was 26·5 *High English*, and 17·8 *Middle English*. Of this, *Government* contributed 32·10 and 22·009; *Local Board* 26·09 and 20·5; and *Aided* 24·3 and 16·9. Statements III and IV.

Scholarships in Secondary Schools for Boys.

90. No scholarships are paid in the Primary or Middle departments of these schools. Provincial Funds pay all the scholarships which are tenable only in the High department, and are known as Middle English scholarships. The total expenditure was Rs. 6,392 against Rs. 6,816 last year. Statement IV.

CHAPTER VI.

PRIMARY EDUCATION.

91. Confusion has sometimes arisen with regard to the interpretation given in this Province, and that of the Government of India, of the term Primary Education. The Government of India apparently includes only *Primary Vernacular* education under this head. In this Province, Primary Education has always included Primary Schools, Vernacular and Anglo-Vernacular, and the Primary Departments of Secondary Vernacular and Anglo-Vernacular schools. Primary Education.

Meaning of the term Primary.

92. Before dealing with the figures for the year under report, I think it well to state what arrangements have been made for the extension of Primary education in 1905-06.

(*a*) Twelve Government Vernacular Primary schools, six for boys and six for girls, have been sanctioned;

(*b*) Sanction has been asked for twelve more;

(*c*) A Government Middle Vernacular school, with five Primary classes, will be opened at Bassein;

(*d*) A Government High Vernacular school, with five Primary classes, will be opened at Prome;

Primary Education.

(*e*) A Government Primary Vernacular Practising school will be opened in connection with the Government Primary Normal School at Toungoo;

(*f*) Government Middle Vernacular Practising schools, with five Primary classes each, will be opened at Moulmein and Akyab respectively, in connection with the Government Secondary Normal Schools at these places;

(*g*) A large number of Vernacular Primary schools under the salary-grant system of Chapter V of the Code, with a building grant of Rs. 500 each, will be opened in places where no schools exist with a view to extending Primary Vernacular Education.

Statement III.

93. Schools *for boys* rose from 4,529 to 4,590, and the attendance from 133,546 to 145,360.

This means that the gaps made by the promotion of boys from the Primary to the Secondary Stage have been very well filled. As to schools, the Arakan, Irrawaddy and Minbu divisions show decreases; but all the divisions show an increase in attendance.

In the Southern Shan States there were 3 schools, but the attendance fell from 136 to 125. We have not begun work in the Shan States as yet. If the proposals submitted by me for Education in the Shan States are sanctioned, we hope to show considerable progress hereafter.

Anglo-Vernacular schools have increased by 3 and the attendance by 345. The Meiktila division alone shows a decrease in schools and in attendance.

The Southern Shan States have one school but the attendance fell from 82 to 76.

Vernacular schools increased by 58 and the attendance by 11,469, the total attendance being 143,585. The Irrawaddy, Arakan, and Minbu divisions show a decrease in schools; but all show an increase in attendance.

The Southern Shan States have two schools; but the attendance fell in them from 54 to 49.

Stages of Primary Instruction.

Statement V.

94. In *Secondary* schools *for boys* there were in the *Upper Primary* stage 9,671 pupils against 8,632, and in the *Lower Primary* stage 21,199 pupils against 18,393 last year.

In *Purely Primary schools for boys* there were 13,510 pupils against 11,649 in the *Upper Primary* stage and 131,850 pupils against 121,897 in the *Lower Primary* stage last year.

Primary Schools according to management.

Statement III.

95. The number of *Government* schools remained the same but the attendance decreased by 10. *Municipal* schools remain the same but the attendance increased by 8. *Aided* schools increased by 61 and the attendance by 11,816.

Primary Examinations for boys.

(*a*) Upper Primary.

(*English.*)

Statement VI.

96. Twenty-five schools under Public management and 70 aided ones sent pupils up for examination.

From *boys'* schools of the former 1,210 boys and 5 girls were presented and 950 boys and one girl passed. From Aided schools for *boys* 2,895 boys and 216 girls were presented, 2,192 boys and 162 girls passing. From Aided *girls'* schools 117 boys out of 146 passed. An improvement all round on last year.

(*Vernacular.*)

There were 3 schools against 1 last year under Public management. It sent up 22 boys and passed 14.

Two-thousand and fifty-one Aided *boys'* schools sent up 13,457 boys and 2,378 girls, and passed 8,788 and 1,560 respectively. In Aided *girls'* schools 403 boys passed out of 564. Primary Education.

An improvement all round on last year. Among Teachers 111 males and 11 females went up, and 96 and 7 respectively passed.

(*b*) LOWER PRIMARY.

(*English.*)

Twenty-five schools under Public management and 71 Aided schools sent up pupils for examination.

From *boys'* schools of the former, 1,206 boys and 15 girls passed out of 1,369 and 17 respectively presented.

From Aided schools for *boys* 3,474 boys and 389 girls were presented, and 3,186 and 347 respectively passed. From Aided girls' schools 382 boys out of 431 passed. A decided improvement all round on last year.

(*Vernacular.*)

Three Public schools sent up 105 boys and passed 83. Four thousand four hundred and ninety-eight Aided *boys'* schools sent up 69,390 boys and 23,432 girls and passed 49,814 and 16,895 respectively. In Aided *girls'* schools 2,977 boys out of 3,951 passed,—a decided improvement on last year's figures.

Ten teachers, all males, went up and all passed.

Total Expenditure on Primary Education, including that for Primary Departments of Secondary Schools.

97. Before giving these figures I wish to call attention to what I said in paragraph 89 of last year's report. The total cost of Primary Departments of Secondary schools and purely Primary schools was Rs. 8,75,334 against Rs. 7,85,474 last year. Statement IV.

(*a*) Toward the former *Provincial* Funds paid Rs. 88,286 against Rs. 72,834; *Local* Rs. 27,391 against Rs. 30,117; *Municipal* Rs. 75,019 against Rs. 59,900; *Fees* Rs. 1,97,417 against Rs. 1,79,564; and *Other sources* Rs. 32,958 against Rs. 51,229.

The average cost of educating each pupil was 14.

(*b*) Towards the latter, *Provincial* Funds paid Rs. 1,80,335 against Rs. 1,15,975; *Local* Rs. 1,82,203 against Rs. 1,98,819; *Municipal* Rs. 55,395 against Rs 47,890; *Fees* Rs. 26,863 against Rs. 21,406; and *Other sources* Rs. 9,467 against Rs. 7,740.

The average cost of educating each pupil was 3·1

General remarks on Primary Education.

98. *Eastern Circle.*—There was an increase of 36 schools and 2,506 pupils; of these one is Anglo-Vernacular, and the rest Vernacular. The increase in pupils is chiefly found in the Lower Primary stage of Vernacular schools and shows that Primary Vernacular education is spreading.

Western Circle.—There was a decrease of 20 schools but an increase of 2,014 pupils. The Akyab, Kyaukpyu and Myaungmya districts show decreases in schools. This last is only apparent and is due to the partition of the Ma-ubin district. Akyab and Myaungmya show a decrease in pupils also while Kyaukpyu shows an increase. The Inspector of Schools says the decrease in schools is due to the transfer of Primary schools to the Secondary grade and to the removal of schools to the Private list.

Primary education in Akyab and Kyaukpyu has not developed: the Deputy Inspectors of these districts should bestir themselves.

Central Circle.—There was an increase of 3 schools and 2,567 pupils. Hanthawaddy alone shows a decrease in schools and in pupils. Pakôkku and Magwe show a decrease in schools but an increase in pupils.

The decrease in Hanthawaddy, the Inspector of Schools explains, is due to the decline in Karen Vernacular education, brought about by the bad work of the late Deputy Inspector of Karen Schools, since retired. I trust his successor will pull it up.

Primary Education.

Northern Circle.—There was an increase of 42 schools and 4,727 pupils. All districts but Shwebo (A) and the Southern Shan States show an increase in pupils.

Expenditure on Primary Schools for boys.

Statements III and IV.

99. The total expenditure was Rs. 4,54,263 against Rs. 3,91,830 last year. *Provincial* Funds contributed Rs. 12,727 to schools under *Public*, Rs. 1,67,608 to schools under *Aided* management; *Local* Funds gave Rs. 1,82,203; *Municipal* Rs. 55,395; *Other sources* Rs. 9,467; *Fees* Rs. 26,863, against Rs. 21,406 last year.

Anglo-Vernacular schools cost Rs. 60,894 and *Vernacular* Rs 3,93,369; a rise compared to last year of 25 and 15 per cent. respectively.

Public and *Private* funds show an increase of 15 and 25 per cent. respectively.

The average cost of each Primary School for boys was 91 from *Public* and 8 from *Private* Funds; and that of each pupil 2-8 and 2-0 respectively.

The percentage of *Direct* expenditure was *Provincial* 29·3, *Local* 78·6, and Municipal 21·08.

Fees in Primary Schools for boys.

Statements III and IV.

100. The average fee expenditure per pupil was 11·61 in schools under *Public*, and ·16 in schools under *Aided* management.

CHAPTER VII.

TRAINING SCHOOLS.

Training Schools.

(a) Masters.

Training Schools.

Statement III.

101. The number of schools remains the same as last year, *viz.*, 8; but the attendance has increased from 473 to 494. The attendances have increased in Rangoon, Thônzè and Moulmein, and fallen in Toungoo, Mandalay and Akyab. Of the above 5 are *Government* and 3 are *Aided* Schools.

(*b*) *Mistresses.*

The schools are 2 less and the attendance has decreased by 16.

The decrease is largely due to the fact that the two A. B. M. Normal Schools at Kemmendine and Moulmein are in a transition state, passing from Vernacular to Anglo-Vernacular.

The decreases are chiefly in Rangoon where two schools were closed.

General Remarks.

Untrained teachers' test.

102. In December of this year the test for *untrained* Anglo-Vernacular students ceases. This will be a gain. As I stated in last year's Report men and women who gain those certificates with no training, and by merely cramming a certain number of text-books, are no good to us.

Schools that wish to get the higher salaries granted to certificated teachers, will now have to send pupils for training to the Normal Schools. *They have had ample warning.*

Each year a certain number of untrained teachers from Government and Municipal Schools will be sent for a year's training to the Normal Schools.

Practising classes.

103. A great need in connection with the Normal Schools, Government and Aided, is good Practising classes. Mandalay is well supplied, and the deficiency will shortly be met in Akyab, Moulmein and Toungoo.

Analysis of Attendance.

104. There were 194 Anglo-Vernacular and 216 Vernacular Secondary; 95 Anglo-Vernacular and 64 Vernacular Primary students, attending the Normal Schools, Government and Aided.

Expenditure in Training Schools.

(*a*) *Masters.*

105. The total expenditure was Rs. 77,653 against Rs. 56,160 last year. Training Schools.

Provincial Funds contributed Rs. 57,997 for *Public* and Rs. 14,901 for *Aided* Schools; *Other sources* contributed Rs. 4,755. Statement IV.

(*b*) *Mistresses.*

The total expenditure was Rs. 7,794 against Rs. 11,388 last year. All the Schools are *Aided* and received Rs. 7,594 from *Provincial* Funds and Rs. 200 from *Other sources.*

106. **Analysis of Direct and Indirect Expenditure.**

(*a*) *Salaries.*—*Masters* received Rs. 39,629, *i.e.*, Rs. 36,505 in *Public* and Rs. 3,124 in *Aided* Schools.—*Mistresses* received Rs. 2,768.

(*b*) *Capitation grant to Aided Schools.*—*Masters* received Rs. 800 and *Mistresses* received Rs. 420.

(*c*) *Stipends.*—*Masters* received Rs. 22,659, *i.e.*, Rs. 13,762 in *Public* and Rs. 8,897 in *Aided* Schools. *Mistresses* received Rs. 4,406.

(*d*) *Buildings.*—Rs. 27,525 were spent against Rs. 79,342 last year.

Passes.

107. The following are the passes in the Final Examinations:— Statement VI.

(*a*) *Trained.*

Masters.

Anglo-Vernacular, Secondary—41 against 20 last year.

Vernacular, Secondary—26 against 14 last year.

Anglo-Vernacular Primary—33 against 21 last year.

Vernacular, Primary—14 against 20 last year.

A rise all round except in the Vernacular Primary.

Mistresses.

Anglo-Vernacular Secondary—None against one last year.

Vernacular Secondary—15 against 33 last year.

Anglo-Vernacular, Primary—None this year or last.

There is only one Anglo-Vernacular Primary Normal School and it had no girls.

Vernacular, Primary—14 against 19 last year.

On the *Anglo-Vernacular* side St. John's S. P. G. passed only one in the Secondary grade against 6 last year. All the other Schools showed a considerable increase. Mandalay passed 3 by the Higher grade.

The Baptist College did very well in the Primary grade.

On the *Vernacular* side the Secondary grade results are good; but the Primary are poor as the Toungoo School did badly, only 7 passing against 17 the year before.

The Primary *Vernacular* results for Mistresses show a decrease; the R. C. M. School, Bassein, passed only 6 against 16 last year.

(*b*) *Untrained.*

There were 235 passes against 272 last year. The decrease is due to the *Anglo-Vernacular* side. The rise in *Vernacular* passes is very satisfacto y.

Anglo-Vernacular, Higher.—There were 7 passes against 8 last year; all were teachers, 3 in *Government*, 1 in a *Municipal*, and 3 in *Aided* Schools.

Anglo-Vernacular, Secondary.—There were 31 passes against 44; 23 were teachers, 4 were students, 2 were clerks and 2 were unemployed.

Training Schools.

Vernacular, Secondary.—There were 35 passes against 12.

Anglo-Vernacular, Primary.—There were 10 passes against 47.

Vernacular, Primary.—There were 152 passes against 161.

Pupil-Teachers.

108. There were 496 pupils—teachers at work against 623 the year before, of these, 88 3rd year pupils were presented against 125 last year and only 7 passed against 8 last year. The great failure each year is in the final test. In the 1st and 2nd year tests 274 passed against 264 last year.

Certificated Managers and Assistants.

109. The number of certificated Managers rose from 526 to 616. The Burman Managers have increased but there is a falling off in Karen. There are no certificated Tamil Managers,—it is quite time there were.

There were 207 certificated Assistants against 192 the year before; of these 120 were Burmans against 98 last year, 81 against 94 were Karens, and 6 against *nil* were Tamils.

Half-Salaries. The system of half-salaries to Vernacular schools is much needed. It will do a great deal to encourage Managers to employ Assistants and Assistants to qualify.

Teachers for special Mention.

110. Mr. Simon, Mr. Pinto, Mr. Hart, who has since been transferred to Madras, Maung Ba Kin, Maung Tun Maung, Mahabir Lal, Miss Porter, Mr. Drever, Mahomed Cassim, Maung Po Hlaing, Maung Tha Po, Maung Tha Ka, Maung Yaung Gyi, Revd. Father Perroy, Maung Sein, Taik Wan, Maung Yaw Ba, Ma Hnit, Ma Mya Thin, Ma Myine, Ma Thein Yin, Miss Whitehead, and Miss Shinn.

CHAPTER VIII.

TECHNICAL EDUCATION.

General Statistics of Technical Education.

Technical Education.

111. Final orders are still awaited on the question of the reorganization of *B or Technical Schools.* the Government School of Engineering, Insein. Some definite announcement as to what is to be the status of the school is necessary; the present state of uncertainty is telling injuriously. The original proposals that were submitted were not accepted as they were thought to be on too a large scale. Consequently proposals were submitted for a modified scheme on the lines of the B class, Technical schools of Bengal, of which we have none, while Bengal has 14.

112. The proposals of the Clibborn Committee have been considered and *Clibborn Committee.* reported on. It is not known how far they are to be adopted in the Province.

113. Arts, Industries, and Technical education have been as yet taken up on a very small scale.

Statement III.

114. There were, exclusive of the Survey schools under the Department of Land Records and Agriculture, 4 Technical Institutions under *Public* management, with an attendance of 182 pupils, *viz.*, two Engineering and apprentice schools with 83, 1 Reformatory school with 72, and 1 other school with 27 pupils. Under *Private* management, there were 3 Industrial schools with 75 and 22 'other' schools with 589 pupils. These latter include 4 Vernacular Kindergarten schools with 79 pupils.

115. In the Government Normal School, Moulmein, there were 47 Normal *H and and eye training.* and 222 High School pupils attending these classes, of whom 147 passed by the various standards. These classes are very popular.

Exhibits of Slöjd work were sent to the Provincial Arts and Industries exhibition held in Rangoon in January. After the Exhibition the exhibits were presented to the Rangoon Teachers' Association.

Technical Education.

The school owes its success to the unwearied efforts of Mr. Dender and his Assistant Maung Ba Si. A new building has been sanctioned for Slöjd and Drawing.

This work is as yet in its infant stage in the other schools and in the Aided Normal schools. It is taken up eagerly everywhere. The Roman Catholic Mission Normal school at Thônzè has made special progress.

Drawing.

116. *Anglo-Vernacular* schools, 22 in number, against 26 last year, sent up 2,045 pupils against 2,398, and passed 1,065 against 1,105 in Standards I—VII inclusive.

Six Government, 6 Municipal, and 10 Aided schools as against 5, 11 and 10, respectively, last year teach the subject. The decline has been due entirely to schools, the passes in the others being considerably higher.

Vernacular schools, 26 in number against 14 last year, sent up 1,475 pupils and passed 758, against 356 and 220, respectively, last year; a considerable increase in the Eastern and Central Circles, especially the latter, but a slight decrease in the Northern. It is strange that no Drawing is taught in the Western Circle nor has it been taught for the last two years. This is not explained.

Teachers' Drawing Certificate Examination.

117. Not so many appeared this year as last. For the Secondary grade 66 passed, with 4 'Excellent,' and 93 with 19 'Excellent' for the Primary grade, against 83 and 4, and 138 and 10, respectively, last year.

Vocal music.

118. Twenty-three as against 21 schools took up this subject. The passes were 78 in the Infant, 604 in Standards I and II, 524 in Standards III and IV, and 237 in Standards V, VI and VII; a rise all round except in the last, where there was a slight decrease.

Kindergarten.

119. *Anglo-Vernacular.* Twenty-two schools against 21 last year have either separate Kindergarten schools or Kindergarten classes under the new rules in the Infant, first and second Standards. Five hundred and thirty-seven pupils were presented and 394 passed; a slight decrease on last year. Many schools do not seem to have realized that "*Kindergarten*" and "*Object Lessons*" are compulsory in the first three Standards.

In *Vernacular* schools there has been a considerable increase. One thousand nine hundred and ninety-five schools against 1,349 last year passed 8,614 boys and 6,694 girls against 6,861 boys and 5,460 girls last year in Kindergarten, *Thinbôngyi* and '*Object Lessons*'. These schools include Burmese, Karen, Tamil, Talaing, Mahomedan, Kachin, Chin and Taungthu. There has been a considerable increase in Karen school passes this year.

Weaving.

120. Only one Anglo-Vernacular school takes this subject up. It presented 11 candidates and all passed by Standard IV. There were no schools last year.

Vernacular schools are found in the Northern and Western Circles only. One thousand four hundred and ninety-eight pupils were presented in Standards IV—VII inclusive, and 1,146 passed. A very large rise on last year.

Lace making.

121. As last year this subject is taught in two Anglo-Vernacular schools only. Forty-five pupils were presented in Standards IV—VII inclusive, and all passed: a decrease on last year.

Needle work.

122. This subject is optional, except where it goes with Domestic Economy and Hygiene as an alternative to a second language in *girls'* schools. We have no figures as to the numbers presented or passed.

Cutting-out and dress-making.

123. These are taken up by one school only in the Province. Thirty girls passed in the former by Standards IV—VII inclusive and 8 in the latter by Standards VI and VII.

Cookery.

124. This subject is found in one school only. Thirty pupils passed by Standards IV—VII inclusive.

Technical Education.

Industrial.

125. Two schools, the American Baptist Mission Bghai Karen at Toungoo and the Reformatory at Insein took up Printing, Book-binding, Carpentry, Tin-smith work, and Cane-work. In the former 8 boys passed in Printing by Standard IV and 1 by Standard VI; 9 passed in Book-binding by Standard IV; 15 in Carpentry by Standard IV, 1 by Standard V, and 1 by Standard VII. In the latter 27 boys passed in Tin-smith work, 11 in Carpentry, and 6 in Cane-work by Standards IV—VII inclusive.

European apprentices.

126. We have 32 apprentices in 6 recognized workshops. They are well reported on and find no difficulty in getting work. At Insein 10 apprentices attended the special classes for Mensuration and Geometrical drawing. They were examined and the results were very unsatisfactory. The lads seem to take no interest in the work—only one passed.

Of the 27 boys in the Karen apprentice class, 14 were in the first and 13 in the second division. The results of the examination were, on the whole, fair in English Reading; unsatisfactory in Purport; fair in English Dictation for the first division, but bad in the second; and fair in translation into Burmese. There is much room for improvement in translation into English, and much more practice required in conversation.

Survey schools.

127. The following is the note, supplied by the Director of Land Records and Agriculture, on the Government Survey Schools:—

(i) *No. of schools.*

(ii) *Schools opened or closed in the year.*

1. There has been no change during the year in the number and situation of Survey Schools maintained by Government, which continue at 18. Most of the schools are accommodated in Government or Municipal buildings; but private houses are rented for some. The school Session begins in May and ends with the Syndicate Examination in April following.

(iii) *Examinations.*

2. The numbers of candidates from Government schools who qualified at the Syndicate Examination of April 1904 were 256 in Surveying, 223 in Arithmetic, and 104 in Revenue Law, or 66, 59 and 27 per cent., respectively, of the number in each subject presented for examination. In Surveying the results are very satisfactory, all but Katha and Mônywa schools having done well, while Pakôkku, Sagaing, Bassein and Henzada passed the largest percentage of pupils. The passes in Arithmetic were decidedly good; but in Revenue Law there was a remarkable decline owing chiefly to the small number of successes in Upper Burma. The 'Clancey' medal for proficiency in surveying was won by a pupil of the Pakôkku school. The centres of examination, 8 in number, are now restricted to divisional headquarters.

(iv) *Inspections.*

3. All the schools, with the exception of Pakôkku, were inspected by the Deputy Director or the Assistant Director. On the whole the schools were found in good order, and they adequately serve the purpose of the Department. The Teachers, as a class, have worked well. One of them—the Henzada Teacher was promoted to the Subordinate Judicial Service.

(v) *General condition of the schools.*

4. The number of pupils on the rolls on the 31st March was 415 as compared with 452 on the corresponding date of the previous year. There was a marked falling off in the attendance in Kyaukpyu, Pegu and Henzada, and to a smaller extent in Prome and Toungoo. The best attended schools were those of Insein, Moulmein, Meiktila, Sagaing and Pakôkku. The diminution in number in the majority of the schools was due in great measure to the application of the new tentative rule making the VIIth Standard compulsory for admissions into the Lower Burma schools. A report on the working of the measure was submitted to the Government, and the rule in question has since been cancelled. Candidates who produce a certificate of having passed for Lower Burma the 6th Standard and for

Upper Burma the 4th Standard Vernacular or Anglo-Vernacular Examination or any higher examination are now admitted without further examination; otherwise a prescribed entrance test has to be passed before admission.

5. The schools were visited from time to time by the Superintendents responsible, and in Pakôkku by the Deputy Commissioner. The Pakôkku school was burnt down in a destructive fire in the town and nearly the whole of the Government property, including Mathematical Instruments, destroyed. The loss is estimated at Rs. 694.

6. Scholarships to the number of 68 of the 1st grade, and 144 of the 2nd grade of the respective values of Rs. 10 and Rs. 5 each per mensem, are allowed annually to the schools, and given to deserving scholars. The distribution rests with Commissioners for the schools of their divisions. A sum of Rs. 480 in prizes was allotted to the various schools, according to their relative strength, and awarded on the result of local test examination.

7. Rule 14 of the Rules for the appointment of Subordinate Revenue and Land Records Officers has been altered in respect to the fee payable by candidates entering for the Syndicate Examination from Rs. 15 for any or all of the subjects of Surveying, Revenue Law and Arithmetic, to Rs. 15 for all 3 subjects, or if taken singly Rs. 10 for Surveying and Rs. 5 each for Revenue Law and Arithmetic.

8. The condition of the schools generally is satisfactory.

Government School of Engineering.

128. I submit the Headmaster's Report.

Statistics.—At the end of last year there were 39 students on the register of this school, divided into 26 Upper Subordinates, including 9 Burmans, and 13 Lower Subordinates, including 11 Burmans. Of the 19 non-Burmans, 9 have families domiciled in Burma, where also two were born.

Entrance Test.—Although it was decided to abolish the distinction of Upper and Lower Subordinates in this school, and to have only one class, with the Calcutta University Entrance Examination as the necessary qualification for joining it, I would still urge that the proposal, to retain the Lower Subordinate class—at least, for a few years yet,—may be considered in regard to the special educational condition of this Province. It may be retained as a technical school.

Reorganization and Extension of the School.—In April last a scheme was submitted to Government for enlarging the scope and work of this school. It was purposely made very comprehensive, because it was thought that the Province should have an Engineering College, and because experience in Bengal has shown that a great deal of expenditure of money, time and material might have been saved, if a full and comprehensive system of technical education had been adopted from the beginning.

The question in Burma, however, is as to whether the public would respond sufficiently to so large a scheme at the outset, by sending to it the requisite number of pupils. Clearly, it is impossible to answer this question. The only reasonable procedure, under the circumstances, would be to remodel the present institution on the lines proposed in the scheme of April, but for the present at a lower cost. It may well be that the small numbers now attending the Insein Engineering School are affected by the mistakes of the past, namely, (1) that inducements originally offered were withdrawn; (2) that the course of instruction was confined to the requirements of the Public Works Department, which could offer employment to only a few; and (3) that the scholarships were not large or numerous enough to enable poor lads to study in the school.

We trust that the following changes will be made shortly :—

(1) Affiliation of the institution to the Calcutta University up to the First Examination in Engineering, as a beginning.

(2) Addition of a mechanical and electrical side to the school, with shops and machines worked electrically.

(3) Stipends and scholarships on the scale obtaining for subordinate classes at Roorkee and Sibpur.

Technical Education.

In the recently-published "Hand-book to the Thomason Engineering College, Roorkee," we read—"Visitors to the workshops cannot fail to be struck by the adaptability and convenience of electrical distribution. It permits of easy extension of the shops in any direction, and to any practicable distance, and it can be demonstrated that electrical distribution is far more economical than distribution by shafting, etc." The demand for electricians is growing everywhere, and even now, in Burma as elsewhere, there is little employment for the mechanic ignorant of electricity. More than one boy in this school, as well as in the Railway apprentice class at Insein, is taking lessons in electricity by correspondence.

Qualifications of Students.—*Upper Subordinate Class.*—Five out of seven boys have passed the Overseer test: Wah Yone from the Prome Municipal School leads with 69 per cent.; Po Tun from St. John's College, Rangoon, is second with 65 per cent.; and John Doog from St. Paul's High School, Rangoon, is third with 63 per cent. Five lads have been appointed to the Public Works Department, one permanently, and one lad is now a District Overseer.

The entire first year class of 12 boys has been promoted. Their percentages were high, among them being two 73·5's, one 71, two 69·5's and one 61.

Lower Subordinate class.—All three lower subordinate students have qualified for Sub-Overseerships and have been recommended for appointment in the Public Works Department. Maung Hla led with 63 per cent.

The entire first year class of ten boys has been promoted.

This class would have done better if their technical examination had been conducted less severely.

Work done by the school in the past.—It is not generally known that, though we have supplied only 31 upper and 28 lower subordinates in eight years, yet our failures, both within and without the school, have been remarkably few.

Thaddeus David, Abdul Jubber, Mya U, John Emin, Charles Wales, D. Carey, and Leslie Jones passed from this school, and are now working creditably outside of the Government service. The success of these boys in the open market, notwithstanding their incomplete training, is a sufficient answer, I think, to any one enquiring what we are doing.

Examiners.—Our Examiners, Messrs. Bacon, Best, Phillips and Bell deserve all our thanks for their courtesy and sympathy.

Athletics.—We have kept on at cricket and football during our congested terms, with some difficulty; but we shall now have more time to devote to athletics. We have the champion sprinter of Burma among us. A. C. Lŭnn won both the 100 yards (time, 10⅕ seconds) and the quarter-mile (time, 55 seconds) at the last meeting of the Burma Athletic Association.

Tour.—For much assistance and courtesy on our tour in November we have to thank the officers of the Public Works Department—Mr. Moran, Mr. Bacon, Mr. Wells, Mr. Dady, and Babus Todar Mal and N. B. Roy. At Mandalay, by the courtesy of the management, we were allowed to visit the Power Station of the Electric Tramway Company and a two-hour lecture on electric distribution by the extremely kind Superintendent, whom I take this opportunity to thank.

Unsuitability of present Buildings and Site.—The present buildings are not adapted to the requirements of an Engineering school. No part of them could safely be used as a laboratory, the accommodation is small, and the rooms are not sufficiently well lighted for drawing and lecturing in the wet weather; the barracks for the boys are designed on incorrect principles; and, above all, there is not nearly one-third the space that the school should possess when even moderately extended.

Appointments.—The three Lower Subordinate students who passed, have all been appointed to the Public Works Department. In the Final Examination of the Upper Subordinates three students passed, and all have received appointments.

Expenditure on Technical Education.

Statement IV.

129. The total expenditure was Rs. 58,302 against Rs. 59,421 last year. The *Government School of Engineering* and the *Apprentice School* receive Rs. 14,346 from *Public* and Rs. 2,100 from *Private* funds.

Industrial education received Rs. 1,202 from *Public* funds. *Other schools* received Rs. 30,324 from *Public* and Rs. 10,330 from *Private* funds. Under this head are included the Reformatory school, Insein, and the Kindergarten schools. Technical education.

Scholarships in special Schools.

130. *Provincial* funds paid Rs. 531, and *Other sources* Rs. 192. Statement IV.

CHAPTER IX.

FEMALE EDUCATION.

131. The number of girls in Public institutions rose from 43,017 to 49,659. The rise during the last three years has been 5, 12, and 15 per cent., respectively. Female education.

There is an increase in every department but Training schools, which show this year a decrease of 2 per cent. Statements I and III.

In Public Institutions for *girls*, there were 7,154 boys and 12,977 girls; in those for *boys*, there were 36,682 or 74 per cent. of girls.

In Private institutions there were 5,128 girls.

The total number of girls under instruction was 54,787 against 47,466 last year, an increase of 7,321. The increase last year was 4,849.

These figures show satisfactory progress.

Race and creed of girls under instruction.

132. In *Secondary English* schools *for girls*, there were 1,603 Europeans and Eurasians, 292 Native Christians, 2 Brahmans, 4 non-Brahmans, 18 Mahomedans, 594 Buddhists, 7 Parsis and 54 others: a rise in every branch except Parsis, who have decreased by 6. Statement III.

In *Secondary Vernacular* schools *for girls*, there were 529 Native Christians, 11 non-Brahmans, 90 Mahomedans, 1,298 Buddhists and 14 others, showing a decrease in Native Christians and others, and small increases in the rest.

In *Primary* schools *for girls*, there were 86 Europeans and Eurasians, 1,334 Native Christians, 57 non-Brahmans, 348 Mahomedans, 13,303 Buddhists and 1 other; showing a decrease in Europeans and Eurasians, non-Brahmans and others, while the rest, especially Buddhists, have considerably increased.

Stages of instruction of girls in non-European Schools.

133. There were 18 in the High, 481 in the Middle, 3,795 in the Upper Primary and 43,431 in the Lower Primary stage: an increase in each stage and a total increase of 16 per cent.

Girls in Colleges and special Schools.

134. There were 7 against 5 last year in Colleges; 188 against 191 in Training schools; 64 against 70 in Technical and Industrial schools; and 319 against 291 in 'Other' schools. Statement I.

Secondary Schools for girls.—English and Vernacular.

135. All the girls are found in the Aided schools. There were 21 English and 29 Vernacular Secondary schools with an attendance of 2,574 and 1,942 respectively. High Schools rose from 79 to 84; Middle from 620 to 660; Upper Primary from 974 to 1,014; and Lower Primary from 2,423 to 2,758. Statements III and V.

Primary Schools for girls.

136. These schools are all aided but 1, which is under Government. There were 445 schools with an attendance of 15,129—an increase in schools and pupils over last year. Statement III.

These schools had 5,469 boys. The number of girls in Primary schools *for boys* was 31,165, making a total of 40,825 girls against 35,301 last year under instruction in Primary schools.

Passes for girls.

(*a*) *Collegiate.*

137. No girls went up for the B. A.

For the F. A., 2 from the Rangoon and 1 from the Baptist College appeared, and 1 from the former passed. Statement VI.

(*b*) *Entrance.*

Female education.

For the Entrance Examination, from six schools for girls under Aided management, 1 boy and 20 girls went up and 9 girls passed. Four girls from *boys'* schools under Public management, went up and 1 passed; 2 girls from *boys'* schools under Aided management, went up and both passed: making a total of 12 passes. All the private candidates failed.

(*c*) *Standard VIII.*

For the Preparatory Entrance or VIIIth Standard, 7 aided *girls'* schools, sent up 2 boys and 32 girls: 1 boy and 25 girls passed. Two girls from aided *boys'* schools went up and 1 passed. Two girls went up from *boys'* schools under public management and both passed, making a total of 28 girls and 1 boy.

(*d*) *Middle—*(*i*) *English.*

All pupils were from aided schools.

From *girls'* schools 44 boys and 319 girls were presented, 35 boys and 195 girls passed.

From *boys'* schools under public management, 2 girls appeared and one passed. Under aided 132 girls appeared and 75 passed.

(*ii*) *Vernacular.*

All pupils were from aided schools.

Sixty-one boys and 125 girls appeared from *girls'* schools, 42 boys and 104 girls passed.

From *boys'* schools 79 girls appeared and 55 passed.

(*e*) *Upper Primary—*(*i*) *English.*

One hundred and forty-six boys and 435 girls appeared from aided *girls* schools; 117 and 350 respectively, passed.

From *boys'* schools under public management, 5 girls appeared and 1 passed; from aided schools 216 girls appeared and 162 passed.

(*ii*) *Vernacular.*

Five hundred and sixty-four boys and 741 girls appeared from aided *girls'* schools; 403 boys and 532 girls respectively, passed.

From *boys'* schools 2,378 girls appeared and 1,560 passed.

(*f*) *Lower Primary—*(*i*) *English.*

From aided *girls'* schools 431 boys and 609 girls appeared; 382 boys and 561 girls passed.

From *boys'* schools under public management, 17 girls appeared and 15 passed. In aided schools 389 girls appeared and 347 passed.

(*ii*) *Vernacular.*

From aided *girls'* schools 3,951 boys and 6,864 girls appeared; 2,977 boys and 5,168 girls passed.

From aided *boys'* schools 23,432 girls appeared and 16,895 passed.

138. These results show that in this province girls go readily to boys' schools in the early stages.

The improvement in passes in the Primary stage is very marked, as is the fact that they are better on the Vernacular than on the English side in the Middle.

General remarks on Female Education.

139. In this Province boys and girls read together in schools; boys are found in girls' schools, and except in monastic schools, girls are found in boys' schools. On the Arakan side they prefer separate schools for girls.

Special salary-grants are given to women teachers who have purely girls' schools, with no boys in them, and Government Vernacular schools are now being opened in various places, under women teachers, to which girls only are admitted. This is very necessary, especially in Secondary schools, where the boys and

girls are of an age, when they should be taught separately. In our Anglo-Vernacular schools boys are admitted to girls' schools up to Standard IV, and the age of 12 only. After this they must join a boys' school. Female education.

140. *Eastern circle.*—The number of girls in public schools rose from 8,033 to 9,347: the only decrease was in Secondary schools, in which the attendance fell from 1,577 to 1,456.

The number of girls in Training schools doubled.

The total number of girls under instruction has increased by 1,313. Thatôn, Tavoy and Mergui show progress: Amherst and Moulmein remain stationary.

Western circle.—The number of girls in public schools rose from 9,498 to 11,242, the only decrease of 2 being in 'Other' schools. There was an increase of 9 in Training schools.

The total number of girls under instruction has increased by 2,102.

All the districts have shown progress except Akyab and Kyaukpyu, where there is no increase of schools, and a decrease of pupils.

In Kyaukpyu very little interest is taken in the education of girls.

Central circle.—The number of girls in public schools rose from 14,895 to 16,075. Training and 'Other' schools show decreases; especially the former. The total number of girls under instruction has increased by 486. Primary schools for girls show a decrease in number and attendance everywhere except Prome, Minbu and Pakôkkû. The decrease is only a paper one due to classification, as a boys' school of one year becomes a girls' school of the next and *vice versâ*. The number of girls under instruction, except among Karens has increased.

Northern circle.—The number of girls in public schools increased from 3,824 to 4,464, and the increase is in both Vernacular and Anglo-Vernacular and in both Secondary and Primary schools.

The rise is found in all districts but Shwebo (B).

Expenditure on Schools for Girls.

141. The total expenditure was Rs. 2,27,169 against Rs. 1,98,032 last year. Statement IV.

Provincial funds paid Rs. 511 to *Public*, and Rs. 53,877 to *Aided* schools, *Local and Municipal* Rs. 65,257, *Fees* Rs. 72,467, and *Other sources* Rs. 35,057; an increase under all heads but the last. *Anglo-Vernacular Secondary* schools received Rs. 1,51,853, *Vernacular Secondary* Rs. 12,230, *Anglo-Vernacular Primary* Rs. 17,097, and *Vernacular Primary* Rs. 45,989; an increase all round.

In the Secondary schools, the Primary departments must be taken into consideration.

To purely Primary schools *Provincial* funds paid Rs. 25,863, *Local and Municipal* Rs. 25,537, *Fees* Rs. 9,078, and *Other sources* Rs. 2,608; an increase all round except in Fees, which show a slight decrease.

The percentage of *Direct* expenditure from *Public* funds on *Secondary* and *Primary* schools was 10·8 against 9·5 last year.

The average cost of a Primary school was 141·8, 115·5 from *Public* and 26·3 from *Private* funds.

The average cost per pupil was 3·4 and ·8 respectively.

CHAPTER X.

EUROPEAN EDUCATION.

European pupils according to their attendance at Schools for Europeans and non-Europeans.

142. In Schools for Europeans there were 2,167 Europeans and 245 non-European pupils, a decrease on the whole of 19 pupils, chiefly among the latter, who are gradually being removed. The European pupils increased by 6. In Schools for non-Europeans, there were 1,170 European pupils, 33 more than last year. All the Schools for Europeans are under aided management, of boys there were 48 in the *High*, 140 in the *Middle*, 189 in the *Upper Primary*, and 424 in the European education.

European Education.

Lower Primary stage: an increase in all except the *Middle*. There were 76 *girls* in the *High*, 322 in the *Middle*, 416 in the *Upper Primary*, and 542 in the *Lower Primary* stage: as with boys, an increase in all but the *Middle*.

Progress of European Education.

143. There was a rise of 1 per cent. against 6 last year. Till we have a good Hill School at Maymyo, the rise will be small, as European pupils are being sent from Burma to the Hill Schools in India, though not in very large numbers up to the present. The numbers rose from 3,298, to 3,337. In Arts Colleges the numbers rose from 20 to 21. Collegiate Education is not largely taken advantage of, either here or in India, by European pupils. They get work earlier and leave; or they qualify for professions, where a degree is not necessary. Primary, Training and Other Schools all show decreases of 8, 17 and 13 per cent., respectively. European education is found in all Divisions. The Chin Hills and Southern Shan States have none.

Comparative Statistics of Secondary and Primary Schools for Europeans.

144. There were 18 Secondary and 4 Primary Schools, with 2,028 and 129 pupils respectively; an increase in the former of pupils, but a decrease of 1 in Schools; and a decrease in the latter of 12 pupils.

Passes of Europeans at Public Examinations.

Statement. VI.

145. One passed the B.A. against 3 last year. Eight passed the F.A. against 2 the year before; 16 boys, 10 girls passed the Entrance; 31 boys, 25 girls the Preparatory Entrance; 181 boys, 180 girls the Middle stage; 234 boys, 226 girls the Upper Primary; and 363 boys, 334 girls the Lower Primary. The F.A., Entrance, Preparatory Entrance, and the Upper Primary stage show an increase. The B.A., Middle, and Lower Primary stages a decrease.

Expenditure on Schools for Europeans.

146. The total expenditure was Rs. 1,59,923 against Rs. 1,46,811 last year. *Provincial* Funds paid Rs. 28,026, *Local* Rs. 823, *Municipal* Rs. 32,053, *Fees* Rs. 67,337, and *Other sources* Rs. 31,684; an increase all round except in the last two.

Secondary Schools received Rs. 1,53,593, *Primary* Rs. 6,330, *Special* Rs. 10,595, *Scholarships* Rs. 1,016, *Buildings* Rs. 15,000, *Furniture* and *Apparatus* Rs. 452, and *Cadets* Rs. 258.

The average cost of each pupil in *Secondary* and *Primary* Schools was 28·2 from *Public* and 45·9 from *Private* Funds.

CHAPTER XI.

MAHOMEDAN EDUCATION.

Progress of Mahomedan Education.

Mahomedan Education. Statement III.

147. There were 11,207 Mahomedans under instruction against 10,475 last year. Of these 6,276 were in *Public* and 4,931 in *Private* Institutions. Of those in the former, 7 were in Arts colleges, 1,759 in Secondary and 4,478 in Primary Schools.

Passes.

Statement VI.

148. None passed the B.A. Examination, ten against 9 last year passed the Entrance, and 2 against 0 passed the F.A. Examination.

There were no passes in the Middle Stage in purely Mahomedan Schools. One hundred and twenty-nine boys and 9 girls passed by the upper Primary, and 769 boys and 171 girls by the Lower Primary stage; these all came from 86 aided Schools. The total passes of Mahomedans in all schools were 114 in the Middle, 477 in the Upper Primary, and 2,169 in the Lower Primary Stages respectively.

There was a considerable rise all round except in the Middle Stage.

General remarks.

Mahomedan Education.

149. As far as Anglo-Vernacular Education is concerned, Mahomedans prefer going to the well-established Schools of the Province rather than to special Mahomedan Schools. There is only one such in the Province, in Rangoon, and it is poorly supported. The question of appointing a Mahomedan Deputy Inspector of Schools will have to be considered before long.

150. The *Eastern* Circle shows an increase of 144 pupils, all in the Tenasserim Division in Moulmein.

In the *Western* Circle the numbers rose from 4,563 to 4,847. Kyaukpyu and Bassein show a falling off. Everywhere except in the Akyab district, Mahomedans attend Burmese Schools.

In this district there are 67 *Public* Schools with 1,640 pupils; but the teachers and Managers are men with very poor qualifications: in many cases they do no teaching themselves, but hire men to do it, and pocket the grants. Only 5 of the 67 Schools are up to standard IV. It is found that as a rule, after passing the 1st or 2nd standard Mahomedan boys prefer joining a Burmese School: they all know Burmese, and find the teaching better.

In the *Central* Circle the numbers rose from 2,442 to 2,543; the Pegu Division is chiefly responsible for the rise. Minbu has no Private Schools. There is one Anglo-Vernacular School, the Madrassa-Islamia, the attendance at which fell from 73 to 49.

In the *Northern* Circle there were no Secondary or no Anglo-Vernacular Schools in this Circle. Primary Koran Schools have increased, and include two for girls. Tney are found in Mandalay, Lower Chindwin, Yamèthin, Sagaing, Kyauksè, Myingyan and Meiktila.

CHAPTER XII.

EDUCATION OF SPECIAL CLASSES.

Education of Native Chiefs and Noblemen.

Education of special classes.

151. We have one school at Taunggyi in the Southern Shan States for the education of the sons of Shan *Sawbwas*. The school building needs enlarging. Some of the pupils in the school are not sons of *Sawbwas* and arrangements are to be made for their education elsewhere. Proposals have been submitted for the appointment of an Oxford or Cambridge graduate as Head Master on an increased scale of salary. The scale of pay for the under masters have lately been revised and improved. Mr. Nepean has done good work as Head Master.

Education of backward classes.

152. There was a decrease of 56 in the number of *Public* Institutions and of 1,324 in the attendance. The decrease is found in the Indigenous Public Schools under Private management, among Karens, Talaings, and Tamils and Telugus. *Private* Institutions have increased in number but decreased in attendance slightly. The Public schools under Public management were the same in number, one Chinese, one Shan and one Chin; and the attendance remained the same. Public schools under Private management are the same as last year. They are for Karens, Tamils and Telugus, Chinese, Shans and Chins. The attendance largely increased. Indigenous Public schools under Private management are for Karens, Talaings, Chins, Kachins, Taungthus, Manipurians, Tamils and Telugus and Shans.

Passes of special classes.

153. (*A*) *Anglo-Vernacular.*—Karens alone go above the middle stage. Two passed the Entrance and eight Standard VIII. The total passes were 1,875 boys and 424 girls against 1,686 boys and 366 girls last year, from Lower Primary to Entrance. Talaings, Kachins, Taungthus and Manipurians show no passes. They have no Anglo-Vernacular schools.

(*B*) *Vernacular.*—There were no passes above the middle stage. Talaings, Taungthus, Manipurians and Tamils and Telugus do not go above the Upper Primary, while Shans are confined to the Lower Primary stage.

Education of special classes.

The total was 8,095 boys and 4,649 girls against 8,279 boys and 4,294 girls last year. The slight fall in boys' passes is in the Middle and Upper Primary stages.

Details of the various classes.

154. *Karens* are found in all Circles except the Northern. The work in the Karen Hills has advanced, and the Government Normal School at Toungoo is doing good work in supplying trained Primary teachers.

Taungthus and *Talaings* are found in the Eastern circle only. The schools and the attendance in both have considerably increased.

In the Southern *Shan* States a beginning was made. There were two schools, one at Tansayi under Mr. Samuelson, and one at Sanke under Te To. The attendance in the former fell from 50 to 23, as Mr. Samuelson declined to teach Burmese. The only other Shan School, so far, was the Anglo-Vernacular Shan school under the American Baptist Mission at Bhamo.

Next year we hope to show a large increase in Shan education, as the commencement of work in the Shan States, Northern and Southern has been sanctioned.

Chins are educated in Sandoway, Henzada, Thayetmyo, and the Chin Hills. There is one Anglo-Vernacular school under the American Baptist Mission in Sandoway; but it does not flourish. Chin Vernacular schools flourish in number and attendance. In some parts, though nominally connected with the American Baptist Mission, especially in Sandoway, the Chins put up their own buildings, supply their own furniture and apparatus, and pay their own teachers. The Government school in the Chin Hills has done well.

Kachins in Bhamo and Myitkyina have Vernacular schools and have done well. A Government school is to be opened at Sinlumkaba.

Manipurians are the *Ponnas* of Mandalay Town. They show a slight increase.

As last year there were two *Chinese* schools, the Government one at Bhamo and the Roman Catholic Mission one at Mandalay: the attendance in both increased.

Among *Tamils* and *Telugus* Vernacular education does not flourish. Anglo-Vernacular education is with the exception of two schools under Missionary management. It is not satisfactory: attendance is small and irregular.

The Tamils who come over to this Province do not take up education seriously. The Tamil schools under Missions are apt to become schools for Tamils, Telugus, Bengalis, Punjabis and Mahomedans of all parts, with the result that not only are too many languages taught and the teaching power of the staff fritted away; but the cost is far too great. These schools are trying to do too much. It would be a very great help, if a really good Mahomedan Anglo-Vernacular school were opened to take all the Urdu speaking boys away and leave only Tamils and Telugus. Bengalis should have a school of their own.

CHAPTER XIII.

PRIVATE INSTITUTIONS.

Private Institutions. Statement III.

155. We have no advanced Private Institutions. The Elementary schools rose from 14,159 to 14,749, and the attendance from 160,037 to 164,914; not a large rise of either. Of these 108 were girls' schools with an attendance of 1,707. The Koran school for girls, in existence last year, disappeared. There were 265 Koran schools with an attendance of 4,922 against 253 and 4,622 last year. 14,359 schools with an attendance of 157,841 taught a Vernacular only, against 13,794 and 153,247 last year. The increase is due to the Itinerant teachers finding more schools each year.

Girls.

Koran.

Vernacular.

156. *Vernacular* schools are found in all Divisions. The Chin Hills and Southern Shan States have none. Koran schools are found in Arakan, Pegu, Tenasserim, Mandalay, Sagaing and Meiktila as last year. Private Institutions.

157. In the *Eastern* circle, of the 1,097 Private Institutions 1,050 are Burmese, and almost all monastic. Ninety-eight schools were transferred from the Private to the Public list, and 37 were transferred for inefficiency to the Private list.

In the *Western* circle the number of schools increased by 146: the total is 1,964, all Burmese. The Koran schools increased from 197 to 205 and had 2,562 boys attending. Three hundred and fifty schools were brought on to the list, but of these 222 were abolished by their Managers. Eighty-seven schools were transferred from the Public to the Private list.

In the *Central* circle 125 new schools were found but the attendance was 315 less than last year. There were 19 fewer schools brought on to the Private list and 95 fewer abolished. Seventy-seven schools were transferred from the Public to the Private list, the same number as last year.

In the *Northern* circle the number of schools rose from 7,613 to 7,804, with an attendance of 75,369 against 72,753 last year.

Every district but Shwebo, Mandalay and Ruby Mines shows an increase. These districts need to be better explored.

Sagaing alone has 1,000 schools with an attendance of 8,600 pupils. It is too large for one Deputy Inspector of schools.

158. No Europeans or Eurasians or Parsis, attended Private schools. There were 838 Native Christians against 190, and 134 non-Brahmins against 82, 4,931 Mahomedans against 4,783, and 159,011 Buddhists against 154,982 last year—an increase all round.

Race and Creed.

CHAPTER XIV.

HOSTELS OR BOARDING-HOUSES.

Hostels for Boys.

159. (*a*) *Managed by Government.*—The number of hostels and boarders has increased from 8 and 446 to 9 and 463 respectively. The increase is accounted for by the opening of a boarding department in connection with the Government High School, Thazi, which had 16 boarders, 6 secondary and 10 Primary, with an income from fees of Rs. 693. Hostels or boarding-houses. Statement VIII.

160. The income from fees amounted to Rs. 38,083 and the total expenditure to Rs. 44,502, against Rs. 37,017 and Rs. 37,353 respectively the year before. Statement VIII.

Fees and Expenditure.

161. (*a*) The Rangoon College had 61 boarders against 57, with an income from fees of Rs. 10,846 against Rs. 10,559 the year before. The average number monthly in the Hostel was 59. The Principal reports that he has arranged to increase the accommodation next sessions so as to take in 12 more as the demand for admission throughout the year was great. Mr. White, who had been in charge of the Hostel from the commencement, was transferred to Moulmein in March. It is greatly owing to his energy and zeal that the Hostel has been so successful, and his loss will be much felt. Mr. Leonard succeeds him. Statement VIII.

Rangoon College.

The Government Collegiate School, Rangoon, had 142 boarders, 95 in the Secondary, 30 in the Primary, and 17 in the Normal Department, against 112, 22 and 3 respectively the year before. The income from fees was Rs. 10,671 against Rs. 9,943.

Government Collegiate School.

The Government High and Normal School, Moulmein, had 87 boarders, 19 in the Secondary, 13 in the Primary, and 55 in the Normal Department, against 28, 14 and 57 respectively the year before. The numbers went down in every department. The income from fees fell from Rs. 7,096 to Rs 6,079.

Government High and Normal School, Moulmein.

The Government High School, Minbu, had 27 boarders, 13 in the Secondary and 14 in the Primary, against 3 and 24 respectively the year before; but the income from fees rose from Rs. 292 to Rs. 1,351.

Government High School, Minbu.

Hostels or boarding-houses.

Government Normal School, Mandalay.

The Government Normal School, Mandalay, had 38 boarders against 35 the year before, with an income from fees of Rs. 2,118 against Rs. 2,144.

Government School for sons of Shan Chiefs, Taunggyi.

The Government School for the sons of Shan Chiefs, Taunggyi, had 67 boarders in the Primary Department, mostly the sons of *Sawbwas*, against 77 the year before, with an income from fees of Rs. 5,352 against Rs. 6,614.

Government High School, Maymyo.

The Government High School, Maymyo, had 16 boarders, 7 in the Secondary and 9 in the Primary, against 1 and 1 respectively the year before. The income from fees rose from Rs. 27 only to Rs. 391. This boarding department, which is for European and Eurasian lads, is now located in the new building specially built for the purpose. As the numbers are increasing rapidly, steps are being taken to enlarge the building and make it more comfortable. A special ward for sick boys and a matron's room will be included.

Government Anglo-Vernacular School, Sagaing.

The Government Anglo-Vernacular School, Sagaing, had 9 boarders, 5 in the Secondary and 4 in the Primary, against 7 and 5 the year before. The income from fees was Rs. 582 against Rs. 342. The separate building for the boarding department of this school referred to in last year's report has not been completed yet, and in consequence very few boarders join.

(*b*) *Managed by Municipal Boards.*—There were 4 hostels with 65 boarders, against 3 and 58 respectively the year before. The increase is accounted for by the opening of a boarding department in connection with the Municipal School, Myanaung, which now has a new building. The income from fees was Rs. 5,192 against Rs. 5,045 the year before.

The Municipal High School, Bassein, had 7 boarders, 4 in the Secondary and 3 in the Primary, against 6 in the Primary the year before. The income from fees was Rs. 580 against Rs. 611.

The Municipal High School, Akyab, had 41 boarders, 10 in the Secondary, 12 in the Primary, and 19 in the Normal Department, against 13, 13 and 14 respectively the year before. The income from fees was Rs. 3,348 against Rs. 3,113.

The Municipal High School, Prome, had 11 boarders, 5 in the Secondary and 6 in the Primary, against 7 and 5 respectively the year before. The income from fees was Rs. 1,151 against Rs. 1,321.

The Municipal School, Myanaung, had 6 boarders, 5 in the Secondary, and 1 in the Primary, with an income from fees of Rs. 113.

(*c*) *Aided by Government, Municipal or Local Boards.*—There were 81 hostels with 3,460 boarders against 63 and 3,251 respectively the year before; but the income from fees decreased from Rs. 1,13,188 to Rs. 1,11,763. The numbers in each department were 15 in the College, 1,254 in the Secondary, 2,093 in the Primary and 98 in the Normal, against 4, 1,120, 1,968 and 159 the year before. The total expenditure was Rs. 1,56,350, towards which *Provincial* funds contributed Rs. 6,096, *Municipal and Local* Rs. 4,050, *Subscriptions and Endowments* Rs. 34,441 and *Fees* Rs. 1,11,763. The year before it was Rs. 1,58,044, towards which the *Provincial* funds contributed Rs. 6,911, *Municipal and Local* Rs. 2,053, *Subscriptions and Endowments* Rs. 35,892 and *Fees* Rs. 1,13,188.

(*d*) *Unaided.*—The number of boarding houses kept by vernacular school managers and the number of boarders in them, have increased from 15 and 459 to 21 and 823 respectively. No fees appear to have been collected, the expenditure being entirely met from Subscriptions and Endowments, which amount to Rs. 7,536. The numbers in each department were 250 in the Secondary and 573 in the Primary against 34 and 425 respectively the year before. The expenditure the year before was Rs. 11,900, towards which *Subscriptions and Endowments* contributed Rs. 11,316 and *Fees* Rs. 584.

Hostels for girls.

Hostels or boarding-houses. Statement VIII.

162. (*a*) There are no hostels for girls managed by Government, Municipal or Local Boards.

(*b*) *Aided by Government, Municipal or Local Boards.*—These hostels, which are entirely under Missionary management, have increased from 26 with 936 boarders to 27 with 1,112 boarders. There were 415 in the Secondary, 591 in the Primary, and 106 in the Normal department against 275, 536 and 125 respectively the year before. The fees rose from Rs. 65,892 to Rs. 73,859. The total expenditure was Rs. 1,08,601, towards which *Provincial* funds contributed Rs. 9,716, *Municipal and Local* Rs. 4,553, *Subscriptions and Endowments* Rs. 20,473 and *Fees* Rs. 73,859. The year before it was Rs. 94,526, towards which *Provincial* funds contributed Rs. 7,772, *Municipal and Local* Rs. 3,190, *Subscriptions and Endowments* Rs. 17,672 and *Fees* Rs. 65,892.

(*c*) *Unaided.*—Nil.

CHAPTER XV.

PHYSICAL AND MORAL TRAINING.

Physical and moral training.

163. *The Northern Circle* reports that drill is taught in 3 Government and 15 Aided schools, and that passes are more numerous in every standard. Twenty-seven vernacular schools as against 18 last year have taken up this subject, 4 of them being monastic.

(*a*) *Physical.*

Calisthenics for girls are taken up by 3 schools only, and those are under Mission management.

In the *Western Circle* all the Municipal schools did well in drill, and more of the Aided Anglo-Vernacular schools took up the subject. In all the Anglo-Vernacular schools football matches and games are encouraged, and matches are regularly played during the rains. Cricket makes but little headway, the cost of gear being a serious drawback.

The Inspector of Schools, Eastern Circle, thinks that Inter-school football matches, and those between schools and clubs, have in most schools done more harm than good. At the Government High School, Moulmein, such matches have had to be stopped. "What ought to be encouraged" he adds "is friendly games among the pupils of a school out of school hours. This applies specially to boarders. The pupils of a school should always be occupied out of school hours, and the best form of occupation is physical exercise."

I do not endorse these opinions of the Inspector of Schools, Eastern Circle. I am strongly in favour of Inter-school matches and of matches between schools and clubs. What is needed is more interest taken in the games by the teachers, and the inculcation by them of a better sporting spirit in the boys. I regret to say that very few teachers in our educational institutions, from the highest to the lowest, take any interest in the boys out of work hours.

The *Central Circle* reports that particular attention is paid to games in the Government and Municipal schools, in which football, athletics and cricket flourish.

The keenness of the Rangoon schools, as shewn in the annual Inter-school Sports, is well known. Burmese *chinlôn* also is not neglected.

It is a pity that the smaller schools, the Tamil schools, and schools in the districts do not send representatives to these sports. I fear it is largely due to the want of interest on the part of the teachers, and in the districts perhaps to the expense.

Drill is taught in all Anglo-Vernacular Schools, and a few girls take up Calisthenics.

164. It should be remembered that Drill is taught in each standard by the teacher in charge, and not by professional Drill Instructors.

165. A great many schools have some gymnastic apparatus but no regular gymnasia. The Rangoon College alone has a complete and well-equipped gymnasium, and the students are taught by a gymnastic instructor from the British Infantry Regiment.

Physical and moral training.

166. Two of our boys, Barton of the Rangoon Collegiate School and Maung Sein Lun of the Government School of Engineering, Insein, were thought good enough to compete at the Presidency Association Sports in Calcutta, and held their own very well. They were very heavily handicapped in all the events for which they entered.

167. The Rangoon College and Collegiate School combined, St. Paul's High School, and the Diocesan High School for boys have good Cadet Corps, the first and last Infantry, and the second Naval Volunteers.

In Moulmein several boys from the Government High School and St. Patrick's belong to the Moulmein Volunteer Rifles, and in Bassein a few boys belong to the Bassein branch of the Rangoon Volunteer Rifles.

Cadet grants are paid to each for the European and Eurasian cadets in them.

The several Cadet Corps are highly spoken of. The fife and drum band of the Rangoon College and Collegiate School Cadet Corps had to be broken up, as no allowance was paid unless there were 24 members.

(c) *Moral.*

168. The Inspector of Schools, Central Circle, says:—"It is somewhat difficult to reduce this essential part of education to the terms of an official report. The moral influence of a good school or teacher is not definable. It may be said, however, that managers and teachers are doing their best in this matter."

The Inspector of Schools, Eastern Circle, advocates a radical change which it will be very difficult to carry out.

"If ever," he says "we are to turn out boys from our Anglo-Vernacular schools under public management, as gentlemen both in manners and thought, we must put University men from Home at the head of such institutions. The moral tone is unsatisfactory and the manners ungentlemanly."

The Inspector of Schools, Western Circle, says:—"The discipline and tone of both Municipal and Anglo-Vernacular Aided schools has been good. In the examinations, cases of copying, formerly very frequent, are now rare. The manners of the Anglo-Vernacular school-boy have been sometimes severely commented on; but it cannot be denied that the training he receives is year by year making him more truthful, manly and self-reliant."

The Inspector of Schools, Northern Circle, offers no comments.

169. It must be remembered that after all the influence over pupils is divided between Teachers, Parents and Guardians. We influence them in our boarding establishments and hostels, and during school hours; the parents and guardians influence, or should influence, the day scholars out of school hours and the boarders during holidays and vacations, and they undo much that we have done.

We do our best to bring the pupils up in the way they ought to go, and to mould their habits and characters; but we are largely thwarted by the parents and guardians, who back their boys in any mutiny or in any breach of rules.

As I said in last year's report:—"What a son wants he gets, and what he wants to do, he does; it is the son who leads his father, and not the father the son. The fathers simply pander to the whims and fancies of the boys, and exercise no control or discipline whatever."

170. Then there is a mischievous section of society springing up, that is, putting unwholesome ideas into the minds of boys as to dress and manners, and is *under the guise of* "*parents and guardians,*" backing them up and inciting them to disobedience, when efforts are made to induce boys to follow their own customs as to dress and manners, and to behave as gentlemanly lads should.

This is a sort of thing that the better part of Burman society should help the Government in stamping out, for the welfare of the boys themselves, and for the benefit of society.

171. I regret to have to say that in Tamil schools there is much left to be desired as to cleanliness, respectability of dress, and manners among both teachers and pupils. A slovenly and dirty style of dress, a carelessness about covering for the head, and dirtiness of person are found, that no respectable Tamil or Telugu would tolerate for a moment.

CHAPTER XVI.

EDUCATIONAL CONFERENCES.

172. I have referred in Chapter I, paragraph 5, to the Conference summoned by the Director of Public Instruction to discuss the proposals for the reconstitution of our Normal School system put forward by Mr. Wedderspoon. **Educational Conferences.**

173. In the *Eastern Circle* no Anglo-Vernacular Conferences were held as we were short of officers; but Vernacular Conferences were held at Mergui, Tavoy, Moulmein, Thatôn and Toungoo.

The Assistant Inspector of Schools, who presided at these, has omitted to submit any reports on them. At Mergui 22, at Tavoy 78, at Toungoo 93, at Moulmein 256, and at Thatôn 36 Managers, apart from Itinerant and Pupil teachers, attended.

In the *Central Circle* a large Vernacular Conference was held at Prome, and was attended by over 200 Managers, Deputy Inspectors, Itinerant, and Pupil teachers, men and women.

It was presided over by U Po Maung, K.S.M., to whom our thanks are due for the help he has given this year, as in all years since his retirement.

On the last day of the Conference model lessons in "hand and eye" training were given, with much benefit, by the Slöjd Master of the Roman Catholic Mission School, Thônzè; our thanks are due to Revd. Father Perroy for his help.

The *Western Circle* seems to have had no Conferences; I do not understand why.

In the *Northern Circle* Vernacular Conferences were held at Mônywa for the Upper and Lower Chindwin, at Sagaing, and at Mandalay for the Mandalay and Kyauksè districts. At Mônywa, 80 Lower Chindwin, and 26 Upper Chindwin Managers attended. Twenty-six monks attended.

At Sagaing 118 managers and teachers attended, and an Educational Exhibition was held.

At Mandalay 250 managers and teachers attended, and here also an Educational Exhibition was held of school appliances and apparatus which displayed considerable originality on the part of the designers, who were all school managers or teachers.

An Anglo-Vernacular Conference was held at Mandalay.

174. All our Vernacular Conferences are attended by monks, who take great interest in them, and often read very good papers or give very good model lessons.

175. As I have often said, these Conferences are a powerful influence for good and do much for the spread of education, and for improvement in its quality.

CHAPTER XVII.

TEXT-BOOKS AND LIBRARIES.

176. The printing of the following books, which were mentioned in last year's Report, has been finished:— **Text-books and Libraries.**

(*a*) the third edition of Bailey's "How to teach the Babies";
(*b*) the third edition of Fowler's "School Discipline and Instruction";
(*c*) the second volume of the "Rudiments of Forestry."

The Burmese Edition of the Education Code was completed on September 28th, 1904, and the printing of it began on October 1st. It will shortly be issued.

The printing of the fourth edition of 'Way to Health' was begun on January 12th and was finished on March 9th, 1904.

The Third Standard Reader (new edition), was sent to the Press on 10th February 1905 and is fairly in hand.

The quarterly examination of the Vernacular books and publications has been done regularly.

The translation of Lee Warner's 'Citizen of India' progresses.

Text books and Libraries.

The adaptation and translation of Bates' 'Kindergarten Guide,' that I referred to in last year's report, has been finished to the extent of 128 pages. This is a work of considerable difficulty. The book is urgently needed, and its completion is being pushed on. Messrs. Longmans, Green & Company, to whom we owe much in the way of help, have undertaken to print the book, and supply all the plates, they being the publishers of the English Edition.

177. In addition to the above the following work has been done:—

(*a*) translating and printing of a Burmese Circular in connection with the Patamabyan Examination;

(*b*) translation of the standard of examination of Vaccinators;

(*c*) translation of the results of the Patamabyan Examination;

178. Much outside work has come upon the office of the Editor, Vernacular Text-books, such as the translation of the Departmental Examination papers twice a year, work from the Forest Department, and from the Medical Department.

Mr. Lonsdale, the Editor, who has, in addition to his duties, the very heavy and trying work of Superintendent of Confidential Printing; Yeo Wun Sin, the sub-Editor, and all the staff have worked willingly and well, and I have much pleasure in bringing their work to the notice of the Government. I hope, that before long, now that the Government is drawing a steady income from Royalties on publications issued by this office, a revision of the staff and salaries will be possible. One and all have deserved it. I have called attention to the work done since 1888 by the Editor and his staff in previous reports; I doubt whether any province can match it.

CHAPTER XVIII.

CONCLUSION.

Conclusion.

179. As this is the last report it will be my privilege to write, I take the opportunity of acknowledging the kindly help and co-operation I have had from the officers of my own Service from the highest to the lowest, from those interested in Education in their official capacity, and from the large body of aided school Managers and Teachers.

180. My office has seen many changes and re-organizations that have improved the pay and prospects of those in it, and enabled it to cope with the ever increasing work.

Mr. Kamen, the present Superintendent, Maung Ne Dun, the Head Accountant, Mr. Harris, the second Accountant, and Maung Shwe Yo, Head Statistical Clerk, have worked with me for a long time, and I gladly bear testimony to the good work they have done. They have never spared themselves, and they have done their utmost to keep the office up to the mark. If at times work has not been always quite what it should have been, it has been no fault of theirs, or of the clerks under them; but it has been due to the fact that work on all sides has increased very rapidly, and the office has been and is overworked.

181. The Rangoon Teachers' Association, which was established in August 1893, continues to do good work, though it has not as yet carried out all the purposes for which it was established. I trust that this will not be lost sight of.

The Library was added to considerably by purchases and by donations.

One hundred and eighty-five specimen copies of their latest publications were received from various publishers, to whom our heartiest thanks are due.

The Library has 2,667 books and is well used.

The reading-room has been greatly improved and made more attractive. Twenty-eight papers and magazines, of which nine are educational, are taken. It is very popular.

The Institute has a very large and complete set of educational diagrams and models.

Conclusion.

During the year classes open to teachers for Tonic-sol-fa, Drawing, Oil-painting, Burmese, Book-keeping, Type-writing, Short-hand, and Teachers' tests were regularly held. Our thanks are due to Mrs. U. B. White for her gratuitous services in connection with the Tonic-sol-fa classes.

Five lectures were delivered during the year and our thanks are due to the Lecturers.

182. It gives me great pleasure to mention the liberality of Messrs. Mackinnon, Mackenzie & Co., Agents for the British India Steam Navigation Company, and Messrs. the Irrawaddy Flotilla Company, Limited, who, on the representation of the Teachers' Association, granted concession tickets to all *bonâ fide* teachers during April and May, the months of the hot-weather holidays, a privilege enjoyed by the general public from December 15th to January 15th, when it is of no use to teachers. This is a real boon for which the teachers are truly grateful. The Association owes much to its late Honorary Secretary, the Revd. D. David, and to its present Honorary Secretary, Mr. Reynaud.

183. U Po Maung, K.S.M., and U Shwe Hmôn, A.T.M., ever since their retirement, have always come forward and placed their services at our disposal when we needed them. Their help has been greatly appreciated.

184. By the death of Revd. Dr. Cushing, Principal of the Baptist College, Rangoon, we have lost one who always readily and cheerfully placed his services at our disposal. He will be greatly missed.

RANGOON: *The 14th July 1905.*

JOHN VANSOMEREN POPE, M.A.,
Director of Public Instruction, Burma.

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GENERAL TABLE NO. I.—*Abstract Return of Colleges, Schools and Scholars in Burma for the official year 1904-05* (Paragraphs 22, 27, 131 & 134).

(For details see General Table No. III).

Area and Population.			Institutions and scholars.		Public Institutions.						
					Collegiate Education.		School Education, General.		School Education, Special.		
Total area in square miles.	Number of towns and villages.	Population.			Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of Public Institutions.
1	2	3	4		5	6	7	8	9	10	11
219,894	Towns 52	Males 5,175,439	Institutions for	Males...	2	...	386	4,590	8	263	5,249
	Villages 56,273	Females 4,980,979		Females	...	...	50	445	4	12	511
	Total 56,325	Total 10,156,418		Total ...	2	...	436	5,035	12	275	5,760
			Scholars	Males...	171	...	34,605	1,19,664	403	1,707	1,56,550
				Females	7	...	8,256	40,825	188	383	49,659
				Total ...	178	...	42,861	1,60,489	591	2,090	2,06,209

Area and Population.			Institutions and scholars		Private Institutions.		Grand Total.	Percentage of	Remarks.
Total area in square miles.	Number of towns and villages.	Population.			Advanced.	Elementary.			
1	2	3	4		12	13	14	15	16
219,894	Towns 52	Males 5,175,439	Institutions for	Males...	...	14,641	19,890	Institutions to number of towns and villages 36·41.	
	Villages 56,273	Females 4,980,979		Females	...	108	619		
	Total 56,325	Total 10,156,418		Total ...	...	14,749	20,509		
			Scholars	Males...	...	1,59,786	3,16,336	Male scholars to male population of school going age 40·74.	
				Females	...	5,128	54,787	Female scholars to female population of school going age 7·33.	
				Total ...	...	1,64,914	3,71,123		

GENERAL TABLE II.—*Abstract Return of Expenditure on Public*

(For details see

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.					
	Collegiate education.		*School education, general.*		*School education, special.*	
	Arts Colleges.	Profes-sional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special schools.
1	2	3	4	5	6	7
	Rs.	Rs	Rs.	Rs.	Rs.	Rs.
1. Institutions for—Males	68,287	...	8,48,568	4,54,263	77,653	52,286
Females... ...	...	...	1,64,083	63,086	7,794	13,678
Total ...	68,287	...	10,12,651	5,17,349	85,447	65,964
2. (*a*) Percentages of provincial expenditure included in columns 2—17 to to al provincial expenditure on Public Instruction.	3·44	...	21 14	17 95	7·01	4·11
(*b*) Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction	...	...	15·72	80·85	...	...
(*c*) Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction.	...	...	61·21	22·07	...	·77
(*d*) Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction.	2·55	...	37·81	19·32	3·19	2·46
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in—						
Government Institutions. Cost to Provincial revenues.	223 6 3	...	40 8 1	45 14 7	187 1 5	169 12 4
Cost to Local and Municipal Funds.	...	...	...	...	...	...
Total cost ...	313 12 4	...	74 13 10	55 0 11	187 1 5	199 9 1
Local Fund schools. Cost to Provincial revenues.	..	...	...	...	...	...
Cost to Local Funds ...	...	...	...	...	...	...
Total cost ...	...	...	...	...	...	...
Municipal schools. Cost to Provincial revenues.	...	...	19 10 5	23 5 11	...	...
Cost to Municipal Funds	...	...	6 7 4	4 5 1	...	...
Total cost ...	...	...	50 2 4	47 11 9	...	...
Institutions in Native States. Cost to Native States' revenues.	...	...	...	...	...	...
Cost to Local and Municipal Funds.	...	...	...	...	...	...
Total cost ...	...	...	...	...	...	...
Aided Institutions. Cost to Provincial revenues.	109 1 5	...	3 1 11	1 3 3	88 9 0	6 6 6
Cost to Local and Municipal Funds.	...	...	5 10 4	1 10 3	...	1 4 6
Total cost ...	736 6 7	...	19 13 7	3 2 0	108 1 2	13 1 7
Unaided Institutions, Total cost ..	...	...	...	...	...	...
All institutions. Cost to Provincial revenues.	210 0 3	...	5 13 4	1 4 7	142 11 6	22 9 6
Cost to Local and Municipal Funds.	...	...	5 8 1	1 10 3	...	1 2 6
Total cost ...	363 3 8	...	24 5 2	3 3 7	151 8 0	31 9 3

Instruction in Burma for the official year 1904-05. (Paragraphs 36, 39 to 43, 46 and 66).

General Table IV.)

Total.	Total indirect expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
15,01,057 2,48,641	...	53,687	2,08,481	32,163	2,49,181	10,582	3,74,564	9,28,658	26,78,356	
17,49,698	...	53,687	2,08,481	32,163	2,49,181	10,582	3,74,564	9,28,658	26,78,356	
53·65	...	4·67	18·04	2·75	15·51	·24	5·14	46·35	100	
96·57	...	...	...	...	...	1·00	2·43	3·43	100	
84·05	...	...	·41	...	11·41	·68	3·45	15·95	100	
65·33	...	2·00	7·78	1·20	9·30	·40	13·99	34·67	100	

Rs. A. P.		
82 3 11		
...		
112 15 4		
...		
..		
...		
19 11 1	Percentage of Provincial expenditure included in column 17 to total expenditure on Public Instruction ...	42·88
6 7 0	Percentage of Local Fund expenditure included in column 17 to total expenditure on Public Instruction ...	8·96
50 1 6	Percentage of Municipal expenditure included in column 17 to total expenditure on Public Instruction ...	11·68
...	Percentage of expenditure from fees included in column 17 to total expenditure on Public Instruction ...	27·05
...	Percentage of expenditure from all other sources included in column 17 to total expenditure on Public Instruction. ...	9·43
...		100·00
1 11 8		
2 6 0		
6 8 4		
...		
3 0 1		
2 6 7		
8 8 7		

GENERAL TABLE NO. III—*Return of Colleges, Schools and Scholars in Burma for the official year* 132, 135, 136,

| Class of Institutions. | | |

1904-05—(Paragraphs 24, 26, 28 to 32, 55, 62, 67, 80, 82, 88, 89, 93, 95, 99, 100, 101, 114, 131, 147, & 155.)

PUBLIC INSTITUTIONS.

MANAGEMENT.				UNDER PRIVATE MANAGEMENT.							
Maintained by Native States.				*Aided by Government or by District or Municipal Boards.*				*Unaided.*			
Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	1	27	22	21	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	27	22	21	...	...	...	...
...	...	...	...	*15	5,156	4,971	4,622	...	...	...	...
...	...	...	...	46	7,533	7,119	6,095	...	...	...	...
...	...	...	...	302	20,343	20,343	20343	...	...	...	...
...	...	...	...	7	1,343	1,316	1,158	...	...	...	...
...	...	...	...	14	1,231	1,049	913	...	...	...	...
...	...	...	...	29	1,942	1,942	1.942	...	...	...	...
...	...	...	...	413	37,548	36,740	35.073	...	...	...	...
...	...	...	...	4,585	1,45,089	1,45,068	1,44,823	...	...	...	...
...	...	...	...	444	15,095	15,119	15,023	...	...	...	...
...	...	...	...	5,029	1,60,184	1,60,187	1,59,846	...	...	...	...
...	...	...	...	3	173	170	161	...	...	...	...
...	...	...	...	4	97	84	78	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3	75	66	64	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	267	1,815	1,816	1,733	...	...	...	...
...	...	...	...	277	2,160	2,136	2,036	...	...	...	...
...	...	...	...	5,720	1,99,919	1,99,085	1,96,976	...	...	...	...

with an attendance of 706.

GENERAL TABLE NO. III.—*Return of Colleges, Schools and Scholars*

	Class of Institutions.			Grand total of Public Institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning		
						English.	A classical language.	A vernacular language.
	1			22	23	24	25	26
Collegiate Education.	*Arts Colleges.*							
	English			2	178	178	152	...
	Oriental			...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.							
	Law			...	...	...	...	...
	Medicine			...	...	...	...	...
	Engineering			...	...	...	...	...
	Teaching			...	...	...	...	...
	Agriculture			...	...	...	...	...
			Total	2	178	178	152	...
School Education—General.	*Secondary Schools.*							
	For boys	High schools		23	7,916	7,210	892	7,640
		Middle schools	English	60	10,011	10,011	2,084	8,563
			Vernacular	303	20,418	...	8,510	20,418
	For girls	High schools		7	1,343	1,343	353	988
		Middle schools	English	14	1,231	1,231	226	947
			Vernacular	29	1,942	...	443	1,942
			Total	436	42,861	19,795	12,508	40,498
	Primary Schools.							
	For boys			4,590	1,45,360	1,775	61,809	1,41,540
	For girls			445	15,129	499	4,594	15,001
			Total	5,035	1,60,489	2,274	66,403	1,56,541
School Education—Special.	*Schools for Special Instruction.*							
	Training Schools for Masters			8	494	326	29	223
	Training Schools for Mistresses			4	97	33	...	78
	Schools of Art			...	...	...	...	...
	Law Schools			1	18	...	...	...
	Medical Schools			...	...	...	...	...
	Engineering and Surveying Schools			2	83	43	...	...
	Technical and Industrial Schools			3	75	75	...	51
	Commercial Schools			...	...	...	...	...
	Agricultural Schools			...	...	...	...	...
	Reformatory Schools			1	72	...	...	72
	Other Schools			268	1,842	474	1,290	337
			Total	287	2,681	951	1,319	761
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.			5,760	2,06,209	23,198	80,382	1,97,800
Private institutions	1. Advanced teaching—							
	(*a*) Arabic or Persian			...	...	...	...	...
	(*b*) Sanskrit			...	...	...	...	...
	(*c*) Any other Oriental classic			...	...	...	...	...
	2. Elementary, teaching a Vernacular only or mainly.	For boys		14,359	1,57,841	...	87,223	1,56,309
		For girls		108	1,707	...	779	1,677
	3. Elementary, teaching the Koran.	For boys		265	4,922	...	4,899	23
		For girls		...	...	...	...	...
	4. Other schools not conforming to departmental standards.	For boys		17	444	205	239	49
		For girls		...	...	...	...	...
			Total	14,749	1,64,914	205	93,140	1,58,058
			GRAND TOTAL	20,509	3,71,123	23,403	1,73,522	3,55,858

in Burma for the official year 1904-1905—concluded.

Classification of scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
European and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Mahommedans.	Buddhists.	Parsis.	Others.		
27	28	29	30	31	32	33	34	35	36
21	34	...	13	7	103	...	...	7	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
21	34	...	13	7	103	...	...	7	...
962	1,026	14	191	491	5,200	22	16	329	...
224	2,261	21	1,059	764	5,667	8	7	801	...
1	1,201	5	19	396	18,794	1	1	4,149	...
961	67	...	...	4	273	5	33	...	356
642	225	2	4	14	321	2	21	...	404
...	529	...	11	90	1,298	...	14	...	779
2,790	5,303	42	1,284	1,759	31,553	38	92	5,279	1,539
67	8,467	8	1,497	4,130	1,31,156	3	32	31,165	...
86	1,334	...	57	348	13,303		1	...	5,469
153	9,801	8	1,554	4,478	1,44,459	3	33	31,165	5,469
66	187	1	4	5	230	...	1	91	...
6	76	...	...	1	14	...	...	...	...
...	...	...	...	...	...	...	...	...	...
1	1	3	6	1	6	...	...	...	...
...	...	...	...	...	...	...	...	...	...
21	5	3	16	...	35	1	2	...	...
27	45	...	...	...	3	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	7	7	58	...	...	...	...
252	112	...	34	18	1,405	3	18	140	146
373	426	7	67	32	1,751	4	21	231	146
3,337	15,564	57	2,918	6,276	1,77,866	45	146	36,682	7,154
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	838	...	1	33	1,56,969	...	...	2,748	...
...	...	..	...	1	1,706	...	...	...	442
...	...	...	46	4,876	...	...	...	1,106	...
...	...	...	...	...	...	...	...	...	...
...	...	...	87	21	336	...	...	9	...
...	...	...	...	...	...	...	...	...	...
...	838	..	134	4,931	1,59,011	...	...	3,863	442
3,337	16,402	57	3,052	11,207	3,36,877	45	146	40,545	7,596

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March classified according to sex, race or creed.*

		NUMBER OF SCHOLARS ON 31ST MARCH CLASSIFIED ACCORDING TO SEX, RACE OR CREED.							
		European and Eurasian.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1		2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.									
Arts Colleges.									
English	Male	17	31	...	13	7	103	...	...
	Female	4	3	...	...	...	...	...	...
Oriental	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Teaching	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
	Total	21	34	...	13	7	103	...	...
SCHOOL EDUCATION—GENERAL.									
Secondary Schools.									
For Boys—									
High	Male	954	858	13	184	481	5,059	22	16
	Female	8	162	1	7	10	141	...	...
Middle Schools—									
English	Male	168	1,726	21	1,007	757	5,517	7	7
	Female	56	535	...	52	7	150	1	...
Vernacular	Male	1	844	5	17	314	15,086	1	1
	Female	...	357	...	2	82	3,708	...	...
For Girls—									
High	Male	203	6	...	...	2	128	...	17
	Female	758	61	...	...	2	145	5	16
Middle Schools—									
English	Male	226	35	...	4	8	123	1	7
	Female	416	190	2	...	6	198	1	14
Vernacular	Male	...	26	...	5	52	685	...	11
	Female	...	503	...	6	38	613	...	3
	Total	2,790	5,303	42	1,284	1,759	31,553	38	92
Primary Schools.									
For Boys	Male	44	4,976	5	1,323	3,528	1,04,287	2	30
	Female	23	3,491	3	174	602	26,869	1	2
For Girls	Male	32	519	...	21	186	4,711	...	...
	Female	54	815	...	36	162	8,592	...	1
	Total	153	9,801	8	1,554	4,478	1,44,459	3	33
SCHOOL EDUCATION—SPECIAL.									
Schools for Special Instruction.									
Training Schools	Male	14	165	1	4	5	213	...	1
	Female	58	98	...	...	1	31	...	...
	Carried over	72	263	1	4	6	244	...	1

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March classified according to sex, race or creed*—concluded.

	NUMBER OF SCHOLARS ON 31ST MARCH CLASSIFIED ACCORDING TO SEX, RACE OR CREED.							
	European and Eurasian.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1	2	3	4	5	6	7	8	9
Brought forward ...	72	263	1	4	6	244	...	1
Schools for Special Instruction—concluded.								
Schools of Arts ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Law schools ... Male	1	1	3	6	1	6	...	...
Female	...	...	...	...	...	...	...	...
Medical schools ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Engineering and surveying schools. Male	21	5	3	16	...	35	1	2
Female	...	...	...	...	...	...	...	...
Industrial schools ... Male	...	11	...	...	...	...	...	...
Female	27	34	...	...	...	3	...	...
Reformatory schools. Male	...	...	...	7	7	58	...	...
Female	...	...	...	...	...	...	...	...
Other schools ... Male	122	50	...	17	12	1,307	2	13
Female	130	62	...	17	6	98	1	5
Total ...	373	426	7	67	32	1,751	4	21
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	3,337	15,564	57	2,918	6,276	177,866	45	146
Private Institutions.								
(1) Advanced teaching—								
(*a*) Arabic or Persian Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(*b*) Sanscrit ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(*c*) Any other oriental classic. Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(2) Elementry, teaching a Vernacular only or mainly—								
For boys ... Male	...	473	...	1	29	154,590	...	...
Female	...	365	...	...	4	2,379	...	...
For girls ... Male	...	...	...	...	1	441	...	...
Female	...	...	...	...	...	1,265	...	...
(3) Elementry, teaching the Koran only—								
For boys ... Male	...	...	...	17	3,799	...	...	...
Female	...	...	...	29	1,077	...	...	...
For girls ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Other schools not conforming to departmental standards—								
For boys ... Male	...	...	...	78	21	336	...	...
Female	...	...	...	9	...	...	...	...
For girls ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Total, Private Institutions ...	...	838	...	134	4,931	159,011	...	...
GRAND TOTAL ...	3,337	16,402	57	3,052	11,207	336,877	45	146

GENERAL TABLE NO. IV.—*Return of Expenditure on Public Instruction in Burma for the official* 129, 130

Objects of Expenditure.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*							
English	37,083	...	...	15,003	...	...	52,086
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total	37,083	...	..	15,003	...	...	52,086
SCHOOL EDUCATION, GENERAL. *Secondary Schools.*							
For boys — High Schools	56,015	...	...	50,381	...	...	1,06,396
For boys — Middle Schools — English	6,362	...	...	2,531	...	...	8,893
For boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
For girls — High Schools	...	...	...	...	...	...	...
For girls — Middle Schools — English	...	...	...	...	...	...	...
For girls — Middle Schools — Vernacular	...	...	...	...	...	...	...
Total	62,377	...	...	52,912	...	...	1,15,289
Primary Schools.							
For boys	11,839	...	...	2,460	...	...	14,299
For girls	511	...	...	...	...	...	511
Total	12,350	...	...	2,460	...	..	14,810
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	57,997	...	...	...	...	...	57,997
Training Schools for Mistresses	...	...	...	...	...	...	...
Schools of Arts	...	...	...	...	...	...	...
Law Schools	1,586	...	...	3,926	...	...	5,512
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	14,346	...	...	1,908	...	192	16,446
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	18,427	...	...	...	...	...	18,427
Other Schools	784	...	...	142	...	...	926
Total	93,140	...	...	5,976	...	192	99,308
Buildings	(*h*) 1,54,199	...	...	...	...	...	1,54,199
Furniture and apparatus (special grants only)	...	...	...	...	...	..	...
Total	1,54,199	...	...	...	...	...	1,54,199
University	..	...	...	...	...	...	...
Direction	....	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	3,59,149	...	...	76,351	...	192	4,35,692

(*h*) Exclusive of Expenditure on

year 1904-05—(Paragraphs 33 to 39, 41 to 44, 46, 63 to 65, 67, 68, 79, 87 to 90, 97, 99, 100, 105, & 141.)

INSTRUCTION.

MANAGEMENT.

Managed by District or Municipal Boards.							*Managed by Native States.*						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native States' revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE No. IV.—*Return of Expenditure on Public*

Objects of Expenditure.	PUBLIC						
	UNDER PRIVATE						
	Aided by Government or by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
COLLEGIATE EDUCATION.							
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	2,400	...	...	727	...	13,074	16,201
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total ...	2,400	...	...	727	...	13,074	16,201
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
For boys — High Schools	14,310	420	52,405	1,08,285	11,918	17,721	2,05,059
For boys — Middle Schools — English ...	43,450	...	52,258	1,26,965	11,265	35,265	2,69,203
For boys — Middle Schools — Vernacular	28,261	35,173	27,546	...	...	...	90,980
For girls — High Schools	16,000	...	15,754	39,421	...	18,180	89,375
For girls — Middle Schools — English ...	8,085	823	15,333	23,968	4,349	9,920	62,478
For girls — Middle Schools — Vernacular	4,420	1,342	6,468	...	...	...	12,230
Total ...	1,14,546	37,758	1,69,764	2,98,639	27,532	81,086	7,29,325
Primary Schools.							
For boys	1,67,608	1,82,203	55,231	23,717	803	8,664	4,38,226
For girls	25,352	11,918	13,619	9,078	2,010	598	62,575
Total ...	1,92,960	1,94,121	68,850	32,795	2,813	9,262	5,00,801
SCHOOL EDUCATION, SPECIAL.							
Schools for Special Instruction.							
Training Schools for Masters ...	14,901	...	...	...	960	3,795	19,656
Training Schools for Mistresses ...	7,594	...	...	...	...	200	7,794
Schools of Arts	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	1,202	...	...	...	...	...	1,202
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	10,853	...	2,410	5,853	585	3,750	23,451
Total ...	34,550	...	2,410	5,853	1,545	7,745	52,103
Buildings	22,048	...	13,300	...	...	35,348	70,696
Furniture and apparatus (special grants only)	2,683	2,405	2,118	...	...	3,376	10,582
Total ...	24,731	2,405	15,418	...	...	38,724	81,278
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
...ota ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...	3,69,187	2,34,284	2,56,442	3,38,014	31,890	1,49,891	13,79,708

(*a*) Exclusive of expenditure on Survey Schools. (*b*) Rs. 135-0-0 represent the cost of the American Baptist Mission Bghai (*g*) Rs. 9,626 represent the cost of the Baptist College, Rangoon; St. John's College, Rangoon; American Baptist Mission Tamil Mission Pwo Karen School, Bassein; American Baptist Mission Burmese School, Bassein; American Baptist Mission Paku- under each head is the cost of Kindergarten Departments attached to Girls' Schools and Pali Schools. (*i*) Exclusive of Sur-

Instruction in Burma for the official year 1904-05—concluded.

INSTRUCTION.										
MANAGEMENT.				TOTAL EXPENDITURE FROM						
Unaided.								*All other sources.*		
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Private.	Public.	Total.
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	39,483	...	...	15,730	13,074	...	68,287
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	39,483	...	...	15,730	13,074	...	68,287
...	...	...	...	93,668	420	57,583	1,90,834	29,639	...	3,72,144
...	...	...	...	92,321	...	68,728	1,77,865	46,530	...	3,85,444
...	...	...	...	28,261	35,173	27,546	...	...	...	90,980
...	...	...	...	16,020	...	15,754	39,421	18,180	...	89,375
...	...	...	...	8,085	823	15,333	23,968	14,269	...	62,478
...	...	...	...	4,420	1,342	6,468	...	...	...	12,230
...	...	...	...	2,42,775	37,758	1,91,412	4,32,088	1,08,618	...	10,12,651
...	...	...	...	1,80,335	1,82,203	55,395	26,863	9,467	...	4,54,263
...	...	...	...	25,863	11,918	13,619	9,078	2,608	...	63,086
...	...	...	...	2,06,198	1,94,121	69,014	35,941	12,075	...	5,17,349
...	...	...	...	72,898	...	...	...	4,755	...	77,653
...	...	...	...	7,594	...	...	...	200	...	7,794
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,586	...	...	3,926	...	...	5,512
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(*a*) 14,346	...	...	1,908	192	...	16,446
...	...	...	...	1,202	...	...	...	...	...	(*b*) 1,202
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	18,427	...	...	...	...	...	18,427
...	...	...	...	(*c*) 11,637	...	(*d*) 2,410	(*e*) 5,995	(*f*) 4,335	...	(*g*) 24,377
...	...	..	...	1,27,690	...	2,410	11,829	9,482	...	1,51,411
...	...	...	...	1,78,133	...	35,700	...	35,348	...	2,49,181
...	...	...	...	2,683	2,405	2,118	...	3,376	...	10,582
...	...	...	...	1,80,816	2,405	37,818	...	38,724	...	2,59,763
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	53,687	...	...	...	...	...	53,687
...	...	...	...	2,07,196	...	1,285	...	...	...	2,08,481
...	...	...	...	6,948	...	...	...	40	...	6,988
...	...	...	...	17,730	...	...	...	...	...	17,730
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	6,392	...	...	...	...	...	6,392
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(*i*) 531	...	...	...	522	...	1,053
...	...	...	...	(*j*) 59,027	5,830	10,797	2,28,897	70,013	...	3,74,564
...	...	...	...	3,51,511	5,830	12,082	2,28,897	70,575	...	6,68,895
...	...	...	...	11,48,473	2,40,114	3,12,736	7,24,485	2,52,548	...	26,78,356

Karen School, Toungoo; the balance is the cost of Girls' schools. (*c*) Rs. 3,730. (*d*) Rs. 610. (*e*) Rs. 1,835. (*f*) Rs. 3,451 and Telugu School, Dalhousie Street, Rangoon; American Baptist Mission Karen School, Tharrawaddy American Baptist Karen School, Toungoo; Government High School, Moulmein; and Mizpah Hall School, Moulmein. The balance vey Scholarships. (*j*) Includes expenditure on Hostels and Boarding-Houses.

GENERAL TABLE V.—*Return of stages of Instruction of Pupils in Public Schools for General*

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage), but have not passed Matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Primary stage, but have not passed beyond the Lower Secondary (Middle stage).		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For boys	Government	English	6	1,642	283	6	289	492	...	492
		Vernacular	1	75	...	...	...	3	...	3
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	16	3,596	125	2	127	901	1	902
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	55	11,983	548	7	555	2,862	162	3,024
		Vernacular	308	21,049	9	...	9	1,986	88	2,074
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total	...	386	38,345	965	15	980	6,244	251	6,495
For girls	Government	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	21	2,574	5	79	84	47	424	471
		Vernacular	29	1,942	...	...	...	61	128	189
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total	...	50	4,516	5	79	84	108	552	660
Total Secondary Schools		...	436	42,861	970	94	1,064	6,352	803	7,155
PRIMARY SCHOOLS.										
For boys	Government	...	4	229	...	...	...	...	...	...
	District Board	...	...	...	...	...	...	...	...	...
	Municipal	...	1	42	...	...	...	...	...	...
	Native States	...	...	...	...	...	...	...	...	...
	Aided	...	4,585	1,45,089	...	...	...	...	...	...
	Unaided	...	...	...	...	...	...	...	...	...
	Total	...	4,590	1,45,360	...	...	...	...	...	...
For girls	Government	...	1	34	...	...	...	...	...	...
	District Board	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	...	...	...	...	...	...
	Native States	...	...	...	...	...	...	...	...	...
	Aided	...	444	15,095	...	...	...	...	...	...
	Unaided	...	...	...	...	...	...	...	...	...
	Total	...	445	15,129	...	...	...	...	...	...
Total Primary Schools		...	5,035	1,60,489	...	...	...	...	...	...
GRAND TOTAL		...	5,471	2,03,350	970	94	1,064	6,352	...803	7,155

Education in Burma for the official year 1904-1905 (Paragraphs 29, 82, 94 & 135).

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						Total.		
COMPRISING ALL PUPILS WHO HAVE PASSED BEYOND THE LOWER PRIMARY STAGE, BUT HAVE NOT PASSED BEYOND THE UPPER PRIMARY STAGE.			COMPRISING ALL PUPILS WHO HAVE NOT PASSED BEYOND THE LOWER PRIMARY STAGE.								
			Reading printed Books.			*Not reading printed Books.*					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
418	1	419	430	12	442	...	...	...	1,623	19	1,642
13	...	13	59	...	59	...	...	...	75	...	75
...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	.	...	...	...	...
1,006	3	1,009	1,534	24	1,558	...	...	...	3,566	30	3,596
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
3,267	274	3,541	4,366	497	4,863	...	...	...	11,043	940	11,983
4,152	537	4,689	10,612	3,665	14,277	...	...	...	16,759	4,290	21,049
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
8,856	815	9,671	17,001	4,198	21,199	...	...	...	33,066	5,279	38,345
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...		...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
146	510	656	562	801	1,363	...	...	...	760	1,814	2,574
139	219	358	579	816	1,395	...	...	...	779	1,163	1,942
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
285	729	1,014	1,141	1,617	2,758	...	...	...	1,539	2,977	4,516
9,141	1,544	10,685	18,142	5,815	23,957	...	...	...	34,605	8,256	42,861
65	...	65	164	...	164	...	...	...	229	...	229
...	...	...	...	...	...	...	...	...	..	...	...
23	...	23	19	...	19	...	...	...	42	...	42
...	..	...	...	...	...	...	...	...	...	...	...
11,414	2,008	13,422	1,02,510	29,157	1,31,667	...	...	...	1,13,924	31,165	1,45,089
...	...	...	..	...	...	...	...	...	...	...	...
11,502	2,008	13,510	1,02,693	29,157	1,31,850	...	...	...	1,14,195	31,165	1,45,360
...	...	...	...	34	34	...	...	...	...	34	34
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
507	659	1,166	4,962	8,967	13,929	...	...	...	5,469	9,626	15,095
...	...	...	...	...	...	...	...	...	...	...	...
507	659	1,166	4,962	9,001	13,963	...	...	...	5,469	9,660	15,129
12,009	2,667	14,676	1,07,655	38,158	1,45,813	...	...	...	1,19,664	40,825	1,60,489
21,150	4,211	25,361	1,25,797	43,973	1,69,770	...	...	...	1,54,269	49,081	2,03,350

GENERAL TABLE NO. VI.—*Return showing the results of prescribed examinations*

Nature of Examination.	Number of Institutions sending examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES—									
1. Master of Arts	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts	...	...	...	...	...	...	...	...	...
3. B.Sc.	...	...	...	...	...	...	...	...	...
4. First B.A.	...	...	...	1	...	...	1	9	...	...	9
4. First B.Sc.	...	...	...	...	...	...	...	...	...	...	...
4. First Arts	...	...	...	1	1		2	78	10	...	...	88
4. Previous Examination	...	...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES—									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Arabic	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Persian	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Urdu	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—									
Law—									
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	...	...	...	...	...	...	...	...	...	...
Medicine—									
1. M.D.	...	...	...	...	...	...	...	...	...	...	...
2. M.B.	...	...	...	...	...	...	...	...	...	...	...
3. L.M.S.	...	...	...	...	...	...	...	...	...	...	...
4. First M.B.	...	...	...	...	...	...	...	...	...	...	...
4. First L.M.S.	...	...	...	...	...	...	...	...	...	...	...
Engineering—									
1. M.C.E.	...	...	...	...	...	...	...	...	...	...	...
2. B.C.E.	...	...	...	...	...	...	...	...	...	...	...
3. L.C.E.	...	...	...	...	...	...	...	...	...	...	...
4 First L.C.E.	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	18	650	36	704	28	829	...	41	898
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for General Education—									
1. Matriculation	For Boys	...	8	9	...	17	124	148	27	5	304
1. Matriculation	For Girls	...	...	6	...	6	...	21	...	4	25
2. High School Examination for Europeans.	For Boys	...	...	...	...	...	...	...	...	...	...
2. High School Examination for Europeans.	For Girls	...	...	...	...	...	...	..	...	...	...
3. Middle English Examination	For Boys	...	22	55	...	77	965	2,292	5	23	3,285
3. Middle English Examination	For Girls	...	...	20	...	20	...	363	...	...	363
4. Middle Vernacular Examination	For Boys	...	1	292	...	293	3	1,941	631	232	2,807
4. Middle Vernacular Examination	For Girls	...	...	29	...	29	...	186	...	...	186
5. Upper Primary Examination	For Boys	...	28	2,121	...	2,149	1,237	18,946	122	...	20,305
5. Upper Primary Examination	For Girls	...	...	230	...	230	...	1,886	...	...	1,886
6. Lower Primary Examination	For Boys	...	28	4,569	...	4,597	1,491	96,685	10	...	98,186
6. Lower Primary Examination	For Girls	...	...	477	...	477	...	11,855	...	...	11,855
7. Public Service Certificate Examination.	English	...	1	1	...	2	7	2	...	42	51
7. Public Service Certificate Examination.	Vernacular	...	...	...	...	...	...	...	...	...	...
Schools for Special Education—									
1. Training School Examination for Masters.	Upper	...	6	4	...	10	76	34	...	...	110
1. Training School Examination for Masters.	Lower	...	4	1	...	5	41	25	...	...	66
2. Training School Examination for Mistresses.	Upper	...	...	3	...	3	...	21	...	...	21
2. Training School Examination for Mistresses.	Lower	...	...	4	...	4	...	18	...	...	18
School of Art Examination	...	...	...	...	...	...	...	...	...	...	...
Vernacular Medical Examination	...	...	...	...	...	...	...	...	...	...	...
Examination in Engineering	...	...	...	1	...	...	1	39	...	...	...	39
Examination in Surveying	...	...	...	...	...	...	...	...	...	...	...	...
Industrial School Examination	...	...	...	...	...	...	...	...	...	...	...	...
Commercial School Examination	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural School Examination	...	...	...	...	...	...	...	...	...	...	...	...
Sanskrit Title Examination	...	...	...	...	...	...	...	...	...	...	...	...
Madrasa Central Examination	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools Examination	...	...	...	...	...	...	...	...	...	...	...	...

(*a*) Includes 13 Secondary grade candidates.
(*b*) Includes 8 Secondary grade candidates
(*c*) Includes 4 Secondary grade candidates

in Burma during the official year 1904-05—(Paragraphs 57, 58, 84, 86, 96, 107, 137, 145 & 148).

Number passed.					Race or creed of passed scholars.							
Institutions under public management.	Aided institutions	Other institutions.	Private students.	Total.	European and Eurasian.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	4	1	...	...	1	...	2	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
35	4	...	...	39	8	5	...	1	2	23	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
9	213	...	13	235	17	31	...	2	4	169	...	12
...	...	...	...	...	...	...	...	...	...	...	...	...
48	84	8	1	141	17	36	2	4	10	70	...	2
...	9	...	...	9	9	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
578	1,245	...	6	1,829	163	375	...	103	102	1,082	1	3
...	230	...	...	230	198	15	...	1	...	11	3	2
3	1,287	275	73	1,638	...	89	1	1	9	1,534	...	4
...	146	...	...	146	...	90	...	...	3	53	...	...
965	12,702	103	...	13,770	189	1,741	...	351	458	11,001	4	26
...	1,402	...	...	1,402	271	310	...	4	19	784	4	10
1,304	70,242	10	...	71,556	221	5,545	6	899	1,975	62,799	6	105
...	9,088	...	...	9,088	476	981	...	27	194	7,361	8	41
7	2	...	33	42	5	2	...	2	4	23	...	6
...	...	...	...	...	...	...	...	...	...	...	...	...
47	20	...	...	67	22	23	...	1	1	17	...	3
(a)28	(b)19	...	...	47	10	27	...	1	...	9	...	...
...	15	...	...	15	...	14	...	...	...	1	...	...
...	(c)14	...	...	14	...	12	...	...	...	2	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
36	...	...	...	36	...	4	2	13	...	14	...	3
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...

qualified by the Primary grade.
qualified by the Primary grade.
qualified by the Primary grade.

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and*

Objects of expenditure.			EXPENDITURE			
			IN INSTITU-			
			Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1			2	3	4	5
	Arts Colleges.					
COLLEGIATE EDUCATION.	English					
	Oriental					
	Colleges or Departments of Colleges for Professional Training.					
	Law					
	Medicine					
	Engineering					
	Teaching					
	Agriculture					
	Total					
	Secondary Schools.					
SCHOOL EDUCATION —GENERAL.	For boys... High schools					
	For boys... Middle schools	English				
	For boys... Middle schools	Vernacular				
	For girls... High schools					
	For girls... Middle schools	English				
	For girls... Middle schools	Vernacular				
	Total					
	Primary Schools.					
	For boys					
	For girls					
	Total					
	Schools for Special Instruction.					
SCHOOL EDUCATION —SPECIAL.	Training schools for Masters					
	Training schools for Mistresses					
	Schools of Art					
	Law Schools					
	Medical schools					
	Engineering and Surveying schools					
	Technical and Industrial schools					
	Commercial Schools					
	Agricultural schools					
	Other schools	Professional schools				
	Other schools	Miscellaneous				
	Total					
Inspection						
SCHOLARSHIPS HELD IN..	Arts Colleges					
	Medical Colleges					
	Other Professional Colleges					
	Secondary schools					
	Primary schools					
	Medical schools					
	Technical and Industrial schools					
	Other special schools					
Buildings						
Furniture and apparatus (special grants only)						
Miscellaneous						
	Total					
	GRAND TOTAL					

Municipal Expenditure on Public Instruction in Burma for the official year 1904-05.

OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.

TIONS MANAGED BY DISTRICT BOARDS.							IN INSTITUTIONS MANAGED BY			Total district fund expenditure on Public Instruction.
Provincial revenues.	District funds.	Municipal grants.	Fees.	Subscriptions.	Endowment and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	
6	7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	420	420
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	35,173	35,173
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	823	823
...	...	...	...	...	...	...	...	...	1,342	1,342
...	...	...	...	...	...	...	...	...	37,758	37,758
...	...	...	...	...	...	...	...	...	1,82,203	1,82,203
...	...	...	...	...	...	...	...	...	11,918	11,918
...	...	...	...	...	...	...	...	...	1,94,121	1,94,121
...		...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...
...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and Municipal*

Objects of Expenditure.			EXPENDITURE OF						
			IN INSTITUTIONS						
			Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.
1			17	18	19	20	21	22	23
							Rs.	Rs.	Rs.
	Arts Colleges.								
	English	...	...	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.								
COLLEGIATE EDUCATION.	Law	...	...	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...	...
	Total		...	...	...	...	...	...	...
	Secondary Schools.								
	For boys — High schools		3	1,233	1,186	1,050	23,343	5,178	...
	For boys — Middle schools — English		13	2,363	2,165	1,867	42,509	16,470	...
	For boys — Middle schools — Vernacular		...	...	...	...	...	...	...
	For girls — High Schools		...	...	...	...	...	...	...
	For girls — Middle schools — English		...	...	...	...	...	...	...
	For girls — Middle schools — Vernacular		...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL.	Total		16	3,596	3,351	2,917	65,852	21,648	...
	Primary Schools.								
	For boys	...	1	42	38	30	888	164	...
	For girls	...	...	...	...	...	...	...	...
	Total		1	42	38	30	888	164	...
	Schools for Special Instruction.								
	Training schools for Masters		...	...	...	...	...	...	...
	Training schools for Mistresses		...	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...	...	...
	Law schools	...	...	...	...	...	...	...	...
	Medical schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL.	Engineering and Surveying schools		...	...	...	...	...	...	...
	Technical and Industrial schools		...	...	...	...	...	...	...
	Commercial schools	...	...	...	...	...	...	...	...
	Agricultural schools	...	...	...	...	...	...	...	...
	Other schools — Professional schools		...	...	...	...	...	...	...
	Other schools — Miscellaneous		...	...	...	...	...	...	...
	Total		...	...	...	...	...	...	...
	Inspection	... ...	...	...	...	...	...	...	...
	Arts Colleges	...	...	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...	...	...
	Other professional colleges	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN—	Secondary schools	...	...	...	...	...	...	...	...
	Primary schools	...	...	...	...	...	...	...	...
	Medical schools	...	...	...	...	...	...	...	...
	Technical and Industrial schools		...	...	...	...	...	...	...
	Other special schools	...	...	...	...	...	...	...	...
Buildings	... ...		...	...	...	...	1,886	22,400	...
Furniture and apparatus (special grants only)			...	...	...	...	...	...	...
Miscellaneous	... ...		...	...	...	...	...	...	...
	Total		...	...	...	...	1,886	22,400	...
	GRAND TOTAL		17	3,638	3,389	2,947	68,626	44,212	...

Expenditure on Public Instruction in Burma for the official year 1904-05—concluded.

MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.									
MANAGED BY MUNICIPAL BOARDS.				IN INSTITUTION MANAGED BY					
Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or associations.	Total municipal expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
24	25	26	27	28	29	30	31	32	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
32,168	...	...	60,689	...	...	52,405	57,583	58,003	
48,369	...	...	1,07,348	...	...	52,258	68,728	68,728	
...	...	...	...	...	...	27,546	27,546	62,719	
...	...	...	...	...	...	15,754	15,754	15,754	
...	...	...	...	...	...	15,333	15,333	16,156	
...	...	...	...	...	...	6,468	6,468	7,810	
80,537	...	...	1,68,037	...	...	1,60,764	1,91,412	2,29,170	
686	...	...	1,738	...	...	55,231	55,395	2,37,598	
...	...	...	...	...	...	13,619	13,619	25,537	
686	...	...	1,738	...	...	68,850	69,014	2,63,135	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	2,410	2,410	2,410	
...	...	...	...	...	...	2,410	2,410	2,410	
...	...	...	...	...	...	...	1,285	1,285	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	24,286	...	...	13,300	35,700	35,700	
...	...	...	...	...	...	2,118	2,118	4,523	
...	...	...	...	...	...	...	10,797	16,627	
...	...	...	24,286	...	...	15,418	49,900	58,135	
81,223	...	...	1,94,061	...	...	2,56,442	3,12,736	5,52,850	

GENERAL TABLE NO. VIII.—*Return showing the attendance and expenditure in Hostels or boarding houses for the official year 1904-05*—(Paragraphs 159 to 162.)

Class of Hostels or boarding houses.	Number of		Number of boarders who are students of				Expenditure from					Remarks.
	Hostels or boarding houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local and Municipal funds.	Subscription and endowments.	Fees.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.							Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government ...	9	463	61	145	147	110	6,419	...	...	38,083	44,502	
Managed by Local or Municipal boards.	4	65	...	24	22	19	...	...	...	5,192	5,192	
Aided by Government or by Local or Municipal boards.	81	3,460	15	1,254	2,093	98	6,096	4,050	34,441	1,11,763	1,56,350	
Unaided	21	823	...	250	573	...	...	...	7,536	...	7,536	
Total ...	115	4,811	76	1,673	2,835	227	12,515	4,050	41,977	1,55,038	2,13,580	

Class of Hostels or boarding houses.	Number of		Number of boarders who are students of				Expenditure from					Remarks
	Hostels or boarding houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local and Municipal funds.	Subscription and endowments.	Fees.	Total.	
1	2	3	4	5	6		8	9	10	11	12	13
For Females.							Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government ...	...	...	...	...	...	...	...	...	...	...	...	
Managed by Local or Municipal boards.	...	...	...	...	...	...	...	...	...	...	...	
Aided by Government or by Local or Municipal boards.	27	1,112	...	415	591	106	9,716	4,553	20,473	73,859	1,08,601	
Total ...	27	1,112	...	415	591	106	9,716	4,553	20,473	73,859	1,08,601	
GRAND TOTAL ...	142	5,923	76	2,088	3,426	333	22,231	8,603	62,450	2,28,897	3,22,181	

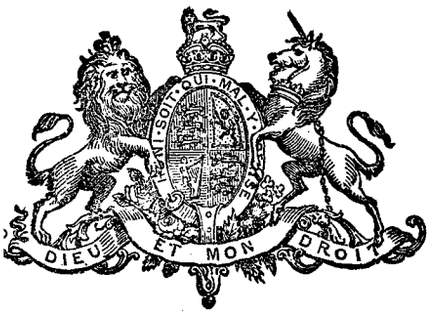
G. B. C. P O.—No. 3, D. P. I., 20-11-1905—636.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1905-06.



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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1905-06.

Extract from the Proceedings of the Government of Burma in the Education Department,—No.6E.-37, dated the 4th March 1907.

READ—

The Report of the Director of Public Instruction for the year 1905-06.
The Report of the Educational Syndicate for the year 1905-06.
The Report of the Insein Reformatory School for the year 1905.

RESOLUTION.—Mr. Covernton assumed charge of the office of Director of Public Instruction in Burma in April 1906. His report is a summary of the educational work of the Province during the year which had just expired, and affords an interesting review of the educational system of the Province as it appears to an officer whose previous experience has been gained elsewhere. Any proposals which the Director may desire to make for the reform of the grant-in-aid rules or in respect of any other matter, as soon as he has become well acquainted with the local conditions, will be welcomed and will receive the Lieutenant-Governor's careful consideration.

2. The record of the year's educational administration is on the whole one of continued progress. The numbers of scholastic institutions and of their pupils both increased, and the expenditure on education increased in even greater proportion. Measured by the increasing rate of expenditure alone, it is clear that there has been in this Province during recent years a steady and even a rapid advance in the provision of educational facilities for all classes of the people. The expenditure on education from Provincial funds increased from Rs. 11,48,473 in 1904-05 to Rs. 14,15,227 in 1905-06. In 1901-02 the expenditure was only Rs. 8,24,288. If Provincial and Local funds are combined, the total expenditure on education in 1901-02 was Rs. 12,00,556. In 1905-06 it amounted to Rs. 20,17,108. This large increase has been rendered possible by the two recurring grants of four and two lakhs respectively, which were made by the Government of India from Imperial revenues in 1902-03 and 1905-06 to promote the advance of education in the Province in accordance with the policy based on the recommendations of the Simla Conference of 1901. As was explained in last year's Resolution, there was some delay at first in this Province in carrying into effect the reforms and improvements which were recognized as desirable and which were rendered possible by the additional funds placed at the disposal of the Education Department. A recent examination has in fact shown that, after allowing for the normal expansion of Provincial expenditure on education, there is a balance remaining unexpended from the two Imperial grants amounting approximately to eight lakhs of rupees. It is intended to set apart, as funds

permit, an equal sum for future expenditure on educational objects. In the meantime, the Lieutenant-Governor has no doubt that by the increased expenditure incurred a substantial improvement has been effected in regard to schools of all classes throughout the Province. The more important of the measures adopted are described in detail in the first two chapters of the report. Briefly, they are an improvement of the qualifications and the status of teachers of all grades, the strengthening of the controlling and inspecting staff, the extension of more liberal assistance in the form of grants to aided institutions of all classes, and the establishment of a number of Government schools, both primary and secondary, under direct departmental management. Some of these latter were already existing as Municipal schools, and were merely transferred by the Municipal Committees concerned to Government control, but for the majority new buildings are required. The cost of constructing these will be a suitable charge against the unexpended balance of the Imperial grants. The progress of the School for Shan Chiefs at Taunggyi has been very satisfactory. It promises to be a most useful institution. The scheme for the establishment of a Medical School has taken shape and the School has been opened since the close of the year under review. Progress has also been made in the improvement of the Engineering School at Insein. The Lieutenant-Governor concurs with the Director in thinking desirable a rearrangement of the present distribution of Inspectors in order to enable them to keep more closely in touch with local officers and local conditions.

3. Collegiate education in Burma is in a backward condition, and the report shows no improvement in the year under review. The number of students in attendance at the one first-grade College of the Province showed a slight increase, but the number who passed the B.A. and F.A. examinations was even smaller than usual. The Lieutenant-Governor has no doubt that to ensure better results the staff of the Rangoon College requires to be strengthened, and proposals to that end will shortly be submitted to the Government of India. The American Baptist Mission Union are, it is understood, still engaged in the preparation of the scheme, to which reference was made in the Lieutenant-Governor's Resolution on the Report for 1904-05, for the conversion of the Baptist College in Rangoon into a first-grade institution. The Director of Public Instruction suggests a doubt whether the Province is in a position to afford adequate support to two first-class Colleges, and it must be admitted that the statistics of attendance at the Rangoon College do not in themselves afford much encouragement. The desire of the Mission, however, to raise the status of their College meets with the Lieutenant-Governor's full sympathy, and he hopes that the project, when submitted, will be found to merit financial support. His Honour is aware that the Baptist College, being supported by a religious body, might attract a certain class of students who would not be anxious to attend a secular institution.

4. Secondary education generally made fair progress during the year under review, but in the higher classes of secondary schools the results attained were not altogether satisfactory. In the High department generally there was a considerable decrease in the number of scholars in attendance, and the number of pupils who passed the matriculation examination of the Calcutta University was less than one-half of that of the previous year. For one section of the community the most important

event of the year was the establishment at Maymyo of a Government High School for Europeans and Eurasians. This fills a much-needed want, as there has hitherto been no European school in the Province where European or Eurasian boys could obtain their education in a temperate climate. With the appointment of a Principal in the Indian Educational Service and a sufficient and well-qualified teaching staff, the Lieutenant-Governor hopes that the school will in time attain the level of the best hill schools in India. The number of primary schools in the Province which received aid from Government during the year, and the number of scholars attending them, showed a considerable increase over the figures of the previous year, and the report is generally satisfactory with regard to this important branch of educational administration. The Lieutenant-Governor fully recognizes the importance of the correct study of the vernacular, especially in primary schools. If the Director of Public Instruction can suggest any practical measures to counteract the tendency, to which reference is made in the Report and which no doubt exists in Burma as elsewhere, to neglect the vernacular in response to the general demand for early instruction in English, his proposals will receive careful consideration.

5. The Lieutenant-Governor's thanks are again due to the Educational Syndicate for their continued assistance in the conduct of public examinations and in advising the Local Government on educational questions.

By order of the Lieutenant-Governor of Burma,

W. F. RICE,
Secretary to the Government of Burma.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA,

FOR THE YEAR 1905-06.

CHAPTER I.

PRELIMINARY.

1. The educational year has been distinguished by two events of unusual importance, the visit of Their Royal Highnesses the Prince and Princess of Wales and the retirement of the Director of Public Instruction, Mr. J. van Someren Pope.

2. One of the most striking features in the welcome accorded to Their Royal Highnesses in Rangoon was the spectacle presented by the great gathering of school children on the route of the procession. Vernacular and Anglo-Vernacular schools combining, nearly 18,000 children assembled to greet the Prince and Princess. Of the 13 different races represented each had donned its national garb and every child its best. The children were seated on either side of the road in pandals nine tiers high, each pandal being divided midway by a six-spired *pyathat* sheltering on the one hand the youthful sons and daughters of Burman and Chinese notables, with their brightest and richest dresses, and on the other *pôngyis* and novices wrapped in the yellow robe of their order. Predominant alike in number and to the eye was the band of Burmese boys and girls collected from the Vernacular schools. To quote the Inspector of Schools, Eastern Circle (to whose excellent organization and unwearied energy the success of the spectacle was mainly due) "this group of 6,000 children, utterly unconscious of self, chattering like magpies and dressed in their bright silk garments of every hue of the rainbow, it was impossible to regard without emotion." How much the sight appealed to the Royal visitors may be judged from the words of their kindly letter of recognition: "Among the many beautiful sights which Their Royal Highnesses have enjoyed in Rangoon none has given them greater pleasure than the gathering of the school children."

3. The retirement of Mr. John van Someren Pope, which took place shortly before the close of the official year, has been more fully dealt with elsewhere in Chapter III (Controlling Agencies).

4. Among events of directly educational importance the following may perhaps be summarized as the chief. The severance of the Anglo-Vernacular element from the European in the Government school at Maymyo and the elevation of each section to the status of a separate school, the one for Europeans the other for Natives; the institution by Government of model vernacular schools for girls at Akyab, Sandoway and Minbu and of boys' schools at Pyawbwè, Katha, Mogôk and Paletwa; the sanction of three practising schools to be attached to the Normal schools at Toungoo, Moulmein and Akyab (of which, owing to hitches in the provision of buildings, the one at Toungoo alone has been actually opened); the opening of a Vernacular Middle school at Bassein and a Vernacular High school at Prome and of the Mahomedan Randeria Madrassa by His Honour the Lieutenant-Governor; the extension of primary vernacular education to the Shan States, Northern and Southern, to each of which a Deputy Inspector has been appointed and the erection of 76 new indigenous schools, each aided by Government with a grant of Rs. 500 and grants for salaries and equipment.

5. In connection with administrative affairs may be noted the extension of the half-salary grant system to Vernacular indigenous schools, in which about 100 certificated teachers are now drawing such grants. Valuable generally no doubt the half-salary system is, but as at present organised it throws a heavy burden on the Director's office, a burden which moreover can only increase in future. The

Code rules under which half salaries are calculated are none too clear to the ordinary manager (whether Anglo-Vernacular or Vernacular) and the differences of opinion and calculation which ensue between "the office" and the school authorities scarcely tend to promote universal satisfaction. The simplification of the rules and the adjustment of office practice to the equities of the individual case are unquestionably desirable. The extension of a liberal system of fixed grants would also probably tend to remove a certain number of the particular difficulties which at present constantly recur. The introduction of the latter practice in connection with Vernacular schools though mooted in last year's report could not be put into operation till hard upon the end of the official year. This report therefore cannot deal with its working or defects. Similarly the European Code did not come into effect early enough in the year to enable an account of its operation to appear. In the Burma Code changes made in Chapter VIII in regard to the Normal system were sanctioned, but only as an interim measure, further revision having been found necessary. The orders of the Government of India requiring uncertificated teachers in Government schools to undergo a year's training in the Normal schools have been carried out. But great difficulty has been experienced in obtaining men on half pay to fill their places temporarily and some posts have remained unfilled. Teachers too who were married men with families proved somewhat recalcitrant and at least three resigned rather than comply with the instructions. In the Anglo-Vernacular school curriculum a revised syllabus in Latin has been substituted for the old and in the Vernacular a new course has been provided for Pâli. In the chapter of the Code dealing with scholarships the two Bigandet Medical Scholarships have been merged into one.

CHAPTER II.

GENERAL AND STATISTICAL SUMMARY.

The following table gives the statistics of all colleges and schools in Burma for the year 1904-05 and 1905-06:—

General Statistics of Institutions and Pupils.

Class of institution.	1904-05.		1905-06.		Percentage of increase or decrease.	
					Institutions.	*Pupils.*
	Institutions.	Pupils.	Institutions.	Pupils.	1905-06 compared with 1904-05.	1905-06 compared with 1904-05.
1	2	3	4	5	6	7
A.—Public Institutions.						
Arts colleges ... Males ...	2	171	2	181	...	+ 6
Arts colleges ... Females...	...	7	...	7	...	...
Professional colleges. Males ...	...	...	...	...	..	...
Professional colleges. Females...	...	...	...	...	...	...
Secondary schools Males ...	386	34,605	443	37,562	+15	+ 9
Secondary schools Females...	50	8,256	63	9,692	+26	+17
Primary schools Males ...	4,590	1,19,664	4,709	1,21,369	+ 3	+ 1
Primary schools Females ...	445	40,825	440	42,816	— 1	+ 5
Training schools Males ...	8	403	8	437	...	+ 8
Training schools Females...	4	188	4	181	...	— 4
Other Special schools. Males ...	263	1,707	251	1,683	— 5	— 1
Other Special schools. Females...	12	383	12	354	...	— 8
Total Public Institutions ...	5,760	2,06,209	5,932	2,14,282	+ 3	+ 4
B.—Private Institutions.						
Advanced Males ...	...	...	...	...	...	...
Advanced Females...	...	...	...	...	...	...
Elementary Males ...	14,641	1,59,786	14,967	1,66,077	+ 2	+ 4
Elementary Females...	108	5,128	97	4,855	—10	— 5
Total Private Institutions ...	14,749	1,64,914	15,064	1,70,932	+ 2	+ 4
GRAND TOTAL ...	20,509	3,71,123	20,996	3,85,214	+ 2	+ 4

1. The figures for the year under report indicate general progress, the totals of both public and private institutions having increased. The bulk of the increase may be attributed to the extension of primary education, though Secondary schools also have gained both as regards pupils and institutions. In Primary schools however the advance as regards pupils is hardly adequate if compared with the increase of "school-places," to use a recent English term. Thus in the class of "public institutions" we find an addition of 119 primary schools for boys but only 1,705 additional pupils on the roll, *i.e.*, not 15 per school. Girls' schools of this class on the contrary exhibit a slight increase despite the loss of five institutions. The loss is due to a decrease of 27 schools in the Western Circle, which is not counterbalanced by a gain of 22 in the Central and Northern Circles. The corresponding private institutions for boys seem to be in somewhat better case since there are nearly 20 pupils for each new school. The private girls' schools however show a marked decline, having lost 11 institutions and 273 scholars. Statement III.

2. Turning to the secondary schools we find that they have increased by no less than 70 institutions with a complement of 4,393 additional scholars, *i.e.*, nearly 63 per each new school. The contrast with the conditions of the new primary schools is no doubt somewhat significant. But the significance need not be exaggerated. Secondary schools are situated in towns or fairly well-populated and advanced localities: many of the new primary schools are pioneers in the jungle and the wilderness where the gospel of education has yet to be popularized. Statement III.

3. For other institutions it will suffice here to point out that the Arts Colleges remain stationary in number and have gained 10 pupils only and that the figures for professional colleges remain ciphers. Institutions for training teachers together with Engineering and Surveying schools, Technical and Industrial schools, a Reformatory, Pâli and Kindergarten schools are classed under schools of special instruction, since in no case do any of them reach complete collegiate standards of instruction. The loss of eight Pâli and four Kindergarten institutions accounts for the decline noticeable under this head. Statement III.

4. A review of the reports for the various circles supports the general indications of progress noted above. Exceptions of course exist, as for instance in the Western Circle, where in one district, Ma-ubin, the Vernacular schools have declined by 46 with a loss of 1,221 in attendance. The retrogression is attributed to the operations of inefficient deputies and the hand of God, plague, small-pox and inundations having been rife throughout the year. The Central Circle reports on the other hand increases under both the primary and secondary heads of education, the latter kind apparently having made considerable strides. In the Eastern Circle fair progress is claimed. The Karen schools in the Toungoo district have fallen in number and attendance, a fact ascribed to famine conditions prevalent in the Karen Hill tracts and to a want of solidarity among the Karens, who prefer a quantity of small schools, however sickly, distributed over as many petty communities as possible, to the fewer but fitter institutions which some plan of combination and centralization might give them. Perhaps the most noteworthy feature of the year's record is the opening of two schools in the Southern Shan States. The Inspector states that the transfer of numerous monastic schools to the public list has not proved a success. Nearly all transferred have lapsed back, a result due, he suggests, either to the fact that their managers were unwillingly brought on the public register or to the inadequate help and instruction afforded by the itinerant teachers. It may be, however, that the *póngyi* prefers the herbs and contentment of independence to the very slightly gilded gifts and fetters of the Department. In this circle Secondary education lags far behind Primary, the attendance of boys in the High stage being but ·39 per cent. as against 5·2 in the Middle and 94·3 in the lowest stages. In the Northern Circle Vernacular education is reported to be stationary in Mandalay town, where only Anglo-Vernacular work seems to progress. Elsewhere the vernacular results are on the whole favourable, except in Bhamo, where a serious loss both in pupils and schools is due to the misconduct of a Deputy. In the Northern Shan States a Deputy Inspector of Schools was appointed in December 1905 and already two aided schools and 28 private ones are registered.

Statements I, III, & V.

5. There is an increase of male pupils in all stages of instruction except the High Department and of girls in all stages except the Collegiate. The proportion, however, of schools to towns and villages has sunk from 36·41 to 34·89. The districts in which (except wild or backward areas like the Chin Hills and Northern and Southern Shan States, etc.) the percentage is lowest are, as last year, Arakan and Irrawaddy, while Meiktila stands highest, followed closely by Sagaing. The highest average number of pupils per public institution is 137 for Secondary schools in Pegu (a trifle less than last year's figure) and 38 for Primary schools, also in Pegu. In the Chin Hills, however, the primary total mounts to 51 as compared with 19 in 1904-05. For special schools Meiktila holds the record—76 as against 37 last year. The increase is attributed to an influx into the Pâli schools of the district.

Statement III.

6. The figures of institutions distributed according to management also possess interesting features. Those under public management have increased by 14, whereas the 'aided' and 'private' categories have gained 158 and 315 respectively. Possibly this fact points to the existence of a distinct if somewhat latent impulse towards education, but an impulse coupled with independence, as well as to the vigour of the unofficial agencies which rely on Government for partial support, and to the effectiveness of that support. As many as 76 Indigenous schools aided with a grant of Rs. 500 each for school buildings and Rs. 75 each for equipment were started during the year. So far as the various races and creeds that fill these schools are concerned, we find that increases occur among the Europeans, and Eurasians, and native Christians, etc., and in fact all classes except Parsis and others. Naturally the Buddhist majority shews a larger increase (13,210) than the rest, but it does not equal its last year's record. For the languages studied by the scholars, one notes that the number of those learning English is still rising, though not so fast as it was a year or two back, the actual proportion of such pupils among the school-going population being one in 63 as against one in 64 in 1904-05. The classical languages have increased their adherents but slightly and most of the latter seem to belong to private schools.

Statements II & IV.

7. *General Statistics of Expenditure.*—There has been a very considerable increase in the total expenditure over that of 1904-05, the difference amounting to Rs. 5,98,535. A rise occurs under all the main heads but the additions under 'Other sources' and 'Provincial funds' are the most notable, the percentages of increase over the figures of the last year being respectively 69 and 23. The increase under the former head is due chiefly to large expenditure from private sources on school buildings, hostels and boarding-houses. A large part of the extra expenditure under provincial revenues is debitable to the special grant of two lakhs received from the Government of India during the year. It is perhaps also worth noting that the figures under the item of fees have risen by over one lakh, a fact which would seem to indicate that the appreciation of the value of education is growing and with it the will and ability to pay for it. Under detailed heads of direct expenditure the greatest increase has been upon secondary schools. Of indirect items all except 'Scholarships' (the decline on which is due to a diminution of the expenditure on medical scholarships) have risen. The increase under Direction is due to the revision of the Director's office establishment and to larger expenditure under office contingencies. That under Inspection is due mainly to the appointment of an Inspector of Normal schools and European education and of additional Deputy and Sub-Inspectors. The sum spent upon buildings and equipment has nearly doubled, while the item 'miscellaneous' (which includes such things as the cost of the Vernacular Text-book Editorial staff, Contributions to Societies like the Teachers' and the Burma Athletic Associations, Examination charges and the Travelling allowance of medical scholars, etc.) has swollen by almost Rs. 1,30,000.

Statements II & IV.

8. Thus the expenditure per head of population from public funds has increased from two annas eight pies to three annas two pies and that from all sources to five annas two pies as against four annas three pies. The average cost of each pupil educated at an Arts College works out at a cheaper figure than in the previous year (Rs. 333·9 against Rs. 363·2). A primary pupil costs a fraction

more than in 1904-05 and a secondary just 1·2 rupee more than in the year before (Rs. 25·5 against Rs. 24·3). Next to the Arts student the most expensive product is the normal scholar, whose cost has risen by Rs. 14 and now amounts to Rs. 165·8. The cost of a secondary pupil is far heavier for Government than for Municipal or private managing bodies, but it has decreased. On the other hand Municipalities seem to find a primary pupil a very expensive luxury since he costs them Rs. 42·4 as against Rs. 10·10 or 3·3, the rates for Government and private managers respectively. In each case the extra cost is entailed by the comparatively scanty numbers of the class of scholar concerned.

9. Local Fund expenditure on secondary education has risen: that on primary is almost stationary and amounts to about 80 per cent. of the whole. Municipal educational expenditure has also increased as a whole, but the figures shew that the bulk of it (65 per cent.) is on secondary schools, a state of things which can be justified only in so far as in each case it can be shewn that the wants of primary education have been fully met. Statement IV.

10. *Imperial grant of two lakhs.*—As regards the two-lâkh grant received during 1905-06 it may be noted that one-half was transferred to the Public Works Department for the erection of educational buildings, presumably for Primary schools, and that of the balance the major portion (Rs. 47,000) was utilized in building grants of Rs. 500 each to Vernacular schools. By this means 76 new vernacular schools of an elementary type were enabled to start work. The remaining 18 could not be started, as the buildings for them were not ready. A sum of Rs. 8,768 was further spent in furnishing and equipping indigenous schools, at the maximum rate of Rs. 75 to each. Nearly Rs 11,000 went towards the cost of the staff of Government Vernacular Primary schools at Mergui, Paletwa, Akyab, Sandoway, Toungoo, Pyawbwè, Myitkyina, Waranaung, Katha, Mogôk and Lashio as well as towards the payment of salary and temporary salary grants to vernacular teachers and school managers. Lastly, Rs. 1,400 was presented as a building grant to the Roman Catholic Mission Vernacular Chin School at Yenandaung in the Henzada District. These items consumed in all Rs. 1,67,969. The balance will, I hope, be fully expended in 1906-07. During the year under report, out of 24 additional Government Vernacular Primary schools proposed, sanction was given to start only 13 schools in hired buildings. The amount of temporary salary grants provided for Rs. 500 schools could not be spent in full, because, for want of sanction, the erection of school buildings could not be started earlier than October 1905. The scheme for the payment of half salary grants to Vernacular Certificated Assistant Teachers was not finally sanctioned till August 1905. These salary grants could not therefore be granted from April 1st 1905, as proposed.

It will be seen that by far the larger portion of the grant, if the sum handed over to the Public Works Department is included, was utilized on non-recurring expenditure (57,168 + 1,00,000). Approximately only one-eighteenth of the total was devoted towards recurring charges. The main reason for this distribution no doubt lies in the fact that Government Vernacular schools being in this province exceedingly rare, it was necessary in the first place to provide buildings for such new ones as were to be started rather than to expend the money upon the increase of existing or the provision of additional staffs. The latter charge was not indeed overlooked, but it was considered that the sum allotted to it met the needs of the situation. It must also be remembered that in Burma the bulk of primary education (and vernacular primary education almost entirely) is in the hands of aided managers or bodies, for whom in one form or another the items (exclusive of the sum handed to the Public Works Department) under salary grants and building grants and equipment were intended.

11. *Imperial grant of four lakhs.*—Of the four-lakh grant, Rs. 3,78,639 were spent. The unexpended balance of Rs. 21,361 is a very small amount. When the Model Government Anglo-Vernacular Secondary schools, which have already received sanction, are actually started, it will be exceeded even after taking into account the non-recurring item of Rs. 40,150. The Kyaukpyu and Sandoway Municipal Schools have already been taken over from 1st April of the current year, and steps have been taken to open the rest in hired buildings, till the permanent buildings to be put up by the Public Works Department are ready.

The money expended was utilized in the following ways :—

(1) *Secondary Schools.*—Rs. 1,46,348 distributed as follows :—

(i) Upkeep of the Government Anglo-Vernacular High School, Thazi, and the Government Anglo-Vernacular Middle Schools, Maymyo and Sagaing, Rs. 31,270.

(ii) Establishment of a Government Vernacular High School at Prome and a Middle School at Bassein, Rs. 3,409.

(iii) Salaries and travelling allowances of Itinerant Teachers, Rs. 5,764.

(iv) Half salaries to Teachers in Municipal Secondary schools, Rs. 68,649.

(v) Half salaries to Teachers in Aided Secondary Schools, Rs. 37,256.

(2) *Primary Schools.*—Rs. 1,01,854, distributed as follows :—

(i) Upkeep of the Vernacular School at Falam, Rs. 1,027.

(ii) Salaries and travelling allowances of Itinerant Teachers, Rs. 94,692.

(iii) Half salaries to teachers in Municipal Primary Schools, Rs. 1,373.

(iv) Half salaries to teachers in Aided Primary Schools, Rs. 2,772.

(v) Grants for free distribution of books, Rs. 1,990.

(3) *Special Schools.*—Rs. 21,185, distributed as follows :—

(i) Upkeep of the Government Normal Schools at Akyab and Rangoon, Rs. 17,453.

(ii) Appointment of Manual Training Masters in the Government Normal Schools at Mandalay and Toungoo, Rs. 1,440.

(iii) Appointment of Manual Training Masters in Aided Normal Schools, Rs. 2,292.

(4) *Building and Equipment grants.*—A sum of Rs. 40,150 was paid as follows :—Methodist Girls' School, Thandaung, Rs. 26,200 ; American Baptist Mission Karen School, Tharrawaddy, Rs. 5,200 ; Sam Buddha Ghosa School, Moulmein, Rs. 7,000 ; St. John's College, S. P. G., Rangoon, Rs. 1,750.

(5) *Inspection.*—Rs. 69,102, distributed as follows :—

(i) Raising the pay of Deputy Inspectors of Schools, Rs. 11,320.

(ii) Apppointment of 12 additional Deputy Inspectors of Schools, Rs. 24,590.

(iii) Appointment of clerks and peons for Deputy Inspectors of Schools, Rs. 16,200.

(iv) Travelling allowance and contingencies of Deputy Inspectors of Schools, Rs. 10,433.

(v) Appointment of 11 additional Sub-Inspectors, Rs. 6,559.

It may be remarked that the greater part of the above expenditure was upon directly Departmental institutions or organizations (approximately Rs. 2,24,000) the balance being devoted to the requirements of aided bodies or managers. Under the former head the largest item is the payment of Itinerant Teachers, not perhaps a very remunerative form of expenditure. The utilization of approximately Rs. 19,000 upon Government Normal schools was a measure however of far more than departmental interest since these schools form a source of supply to institutions of all classes, Departmental or otherwise.

The actual expenditure for the year 1905-06 from Provincial Revenues was Rs. 14,15,227 ; that for 1901-02 was Rs. 8,24,288. The increase chargeable to the two grants is Rs. 3,78,639 to the four-lakh and Rs. 67,969 to the two-lakh head. In the case of the former, Rs. 3,38,489 is for recurring and Rs. 40,150 for non-recurring expenditure. In the latter, it is Rs. 10,801 and Rs. 57,168 respectively.

CHAPTER III.

CONTROLLING AGENCIES.

1. The Education Department in Burma consists of three sections, (*a*) the administrative and controlling authorities, (*b*) the managing and tutorial staff of various institutions, (*c*) special agencies which come under neither of the other categories, *e.g.*, the Book Committee.

2. The late Director, Mr. Pope, gave over charge of his appointment to Mr. Wedderspoon on the 14th March 1906, prior to retirement. This is not the place to enlarge upon Mr. Pope's achievements. It will be enough to state that the present system of education in Burma is in no small measure due to his initiative and guidance and that its development was the cause to which he devoted ungrudgingly seventeen of the best years of his life. The progress which, young as it is, the Province has made, both absolutely and in comparison with other provinces of the Indian Empire, testifies alike to the value of his efforts and to the persistence of his devotion. All who have served under him or have been brought into relations with him will unite in wishing him many and pleasant years wherein to enjoy the rest that he has earned.

3. Mr. Wedderspoon continued to act as Director of Public Instruction till the close of the official year. He had been absent on leave from the 25th April to 25th December 1905, during which time his work was taken till June 24th by Mr. Pope and subsequently by Mr. Wilkins. While Mr. Wedderspoon held the officiating Directorship his own duties as Inspector of Normal Schools and European Education were carried on by him.

4. In the Central Circle Mr. Snow held charge during the year. In the Western Circle Mr. Wilkins officiated as Inspector until June 24th, when Mr. Douglas returned from leave and took over charge of the circle, which remained under him for the rest of the year. Mr. Cocks was in charge of the Northern Circle during the whole year. A similar remark applies to Mr. Potter and the Eastern Circle, with the exception that, while Mr. Pope was at Simla, he held charge of the office of the Director of Public Instruction in addition to his own duties.

5. The subordinate inspecting agency was strengthened by the appointment of two additional Deputy Inspectors for Karen Schools and 11 Sub-Inspectors. The object of the latter appointments was to relieve overburdened Deputies and to provide a link between the Deputy and the itinerant teacher. The Sub-Inspector's functions are supervisory, critical and advisory, not administrative, and he is under the general control of the Deputy. These Sub-Inspectors were distributed thus: Northern Circle 3, Central Circle 3, Western Circle 3, Eastern Circle 2. More of these officers are still required.

6. Mr. Pope, after expressing his sense of the valuable services of all the Inspectors, particularly commended the following Assistant Inspectors: Maung Mon, K.S.M., Maung Phru and Maung We Lin, B.A. Saw Ching Cheng, B.A., who acted for Maung Tu, B.A., in the Northern Circle in January 1906, has done well. Maung Tu, Mr. Pope States, "has failed in his duties." In the Central Circle, Maung We Lin the Assistant Inspector, who has many additional duties connected with Vernacular examinations which do not fall to other Assistant Inspectors, was debarred by them from touring as much as is desirable, but his work is reported consistently good.

7. While nearly all Inspectors report a certain number of Deputies for their specially good work there is a general consensus that too many are unenthusiastic travellers, slack administrators and lax in the instruction of itinerant teachers, whom they prefer to use for their own assistance. While these faults may be due to tendencies inherent in Burman nature, the question suggests itself whether the agglomeration of the headquarters of Inspectors and Assistant Inspectors in two centres only (Rangoon and Maymyo) may not have some bearing on the matter. The present system has its obvious advantages, but they are not without the defects of their qualities. The following are the officers specially mentioned for good work: Eastern Circle, Maung Po Kyin; Central Circle, Maung Ngwe Zin, Maung Zaw Pe, B.A., Maung Pu, Maung Chu Sein and Maung Ba; Northern Circle, Maung Maung, Maung Kyauk Lon and Maung Tun Hla.

8. *Itinerant Teachers.*—Central Circle 58: Western Circle 46: Eastern Circle 25: Northern Circle 67. On paper, the idea of trained peripatetic teachers, whose duty it is to perambulate the districts and to counsel and instruct the village school masters as well as to bring more disciples within the educational fold, has an attractive air, but in practice it is difficult to work, and doubts spring

up whether the system is one that repays the expense and trouble lavished upon it. The Inspector, Eastern Circle, points out that as a body these men have never been satisfactory. Many Deputies fail to supervise them efficiently, the managers do not trust them, nor are they by any means reliable touching diaries, returns and the like, while the excessive travelling required often leaves them in little condition to teach and instruct. Most of the other Inspectors hold more or less similar views and it becomes apparent that the system is on its trial. Should its abolition enable the Department to improve and extend its inspecting system, the change would probably prove a benefit.

Statements II & IV.

9. *Expenditure on Direction and Inspection.*—As has been stated in Chapter II, there is a considerable increase under these heads. The amount of Municipal contribution to them, however, has been very slightly diminished.

CHAPTER IV.

COLLEGIATE EDUCATION.

Statements III & VI.

1. There are only two 'Arts' Colleges in Burma, both in Rangoon, the Government College and the Baptist College, the latter being a second grade institution.

At the former the numbers rose from 151 in 1904-05 to 167, of whom an average of 161 was in daily attendance. The majority of the students are Burman by race and Buddhist by religion. There are 15 Europeans and Eurasians and 31 Christians on the rolls. In the B.A. classes were 37 students, of whom 18 entered for the B.A. examination, two among them seeking 'honours' in Mathematics and one in English. The total of passes was disappointingly low; only four were successful, of whom one obtained 'Honours' in English and fourth place in the Honours list. Four of those who failed passed in all subjects, but did not reach the minimum aggregate. The F.A. classes were comparatively large, the senior numbering 68 (of whom three were girls) and the junior 62. The former class is reported a poor one and the results certainly justify the statement. Only 11 (including two girls, one of whom got a second class) passed their examination, four being placed in the Second division. It would seem that the female students are either brighter or more industrious than the male.

2. There is little doubt that the poor results obtained this year are in a large measure due to the fluctuations in the staff, which appears at no time to have been able more than just to cope with the essential exigencies of the work and sometimes to have been reduced by circumstances below this necessary margin of efficiency. The Principal was on leave from 30th March 1905 till 6th January 1906, Mr. Hunter acting for him. Mr. Ghatak, who taught Mathematics and Physics, only arrived on July 26th and left in November. He was not a success, perhaps owing to his inexperience. Mr. Gray, the Pâli and Assistant English Lecturer, having died in November, Mr. Duroiselle was given the Pâli work and the College was forced to indent on the Government Collegiate School for assistance in English and Mathematics. Proposals for extending and strengthening the College have been put forward and are still under consideration.

Statements III & VI.

3. The Baptist College submits no report to the Department. The returns shew 21 students only on the roll against 27 last year, of whom 8 were presented for the F.A., but 2 only passed. The College's pretensions at present do not soar above the F.A., but the Mission authorities have under contemplation schemes for extension on a more ambitious scale. Whether the province is able to support in a condition of genuine efficiency two first class 'Arts' Colleges still remains a moot point.

Statement IV.

4. The expenditure on Arts Colleges has increased by Rs. 1,170; the expenditure from public funds being Rs. 33,544 as against Rs. 39,483 last year. The cost per student is Rs. 334 as against Rs. 250 (in a Government College) in Bengal, Rs. 150 in Madras and Rs. 188 in Bombay.

The Law Classes, Rangoon College.

Statement III.

5. Mr. McDonnell, the Senior Law Lecturer, reports that three classes have been held during the year, for the B.L., the 1st grade pleader's examination and

the 2nd grade pleader's examination respectively. In the first were 7 students; in the second and third 12 altogether. He complains of the students' inability to take intelligent notes and equally to derive any real benefit from the lectures. To stimulate interest 'home papers' have been tried but without effect. He considers, however, that the English shews an improvement, and compliments the Burmans on their regular attendance.

6. The cost of these classes amounts to Rs. 6,000 or Rs. 316 per student. The fees realized, Rs. 2,737 as against Rs. 3,926 last year. In Bengal, Law classes are self-supporting as, too, is the Government Law School, Bombay. The number of law students, however, in each of these Presidencies is very much larger. Statement IV.

Oriental Colleges and Schools.

7. There is no Oriental College. Pâli schools keep alive the study of the ancient classical language. They have, however, slightly decreased in number and attendance during the year. Another method of popularizing and encouraging the study of Pâli is the Patamabyan examination, for the various grades of which 444 Buddhist monks, four nuns and six laymen appeared. One nun and 115 monks passed; no laymen.

8. The cost of the above examination in contingencies, fees to examiners and rewards was Rs. 7,623 against Rs. 3,162 last year. The increase is due to the larger number of successful candidates and to the consequently larger payments by way of rewards.

Medical Education.

9. There is no medical college or school as yet in Burma. Certain medical students from this province attend the Calcutta Medical College as scholarship holders. The Principal of that institution reports concerning them, that of the four male Government scholars three are doing satisfactorily; as regards the fourth it may become advisable to remove his name from the College books. Of the two female scholars both failed to pass the test examination of their respective classes and the dismissal of one as hopeless is recommended, while the removal of the other is suggested. Among the male scholars one is a Burman, the other three are Europeans or Eurasians. The two women students belong likewise to the latter class. In his last report Mr. Pope raised the question of the establishment of a medical school in Rangoon, but no practical steps have been taken during the year to carry out the proposal.

10. In Madras the Province has 41 'Madras-Burma scholars' in training as hospital assistants. Of these 16 are Brahmins, three Mahomedans, eleven non-Brahmins and eleven Native Christians, but no Burmans are included. There are also under similar training 12 'Burma scholars,' of whom seven are Burmans, four Mahomedans and one a Karen. No report is furnished as to the work or conduct of these students.

11. The Dufferin Hospital, Rangoon, supplies midwives, nurses and 'compounders.' The class contained 22 students in all, presumably females, though the sex is not reported. Examinations were held in midwifery and sick-nursing in June 1905, at which eight women students passed, and in the same subjects in November, when the same number were successful. Three scholarships, known as the St. Barbe Scholarships of Rs. 120 each per annum, are awarded by the Educational Syndicate to selected students who desire to study nursing in the Dufferin Hospital.

12. Rupees 15,392 were spent in Medical Scholarships, and Rs. 2,374 in passages to and from Calcutta and Madras, against Rs. 17,730 and Rs. 3,342 respectively, last year. Statement IV.

CHAPTER V.

SECONDARY EDUCATION, UPPER AND LOWER.

(*Standards V—IX, inclusive.*)

1. In Burma the term "Secondary schools" includes both Anglo-Vernacular and Vernacular institutions and denotes schools that consist of a Middle or High department or both. The Anglo-Vernacular education given is mainly literary Statement III.

including in addition to the subjects usually taught (*viz.*, English, a Second language, Mathematics, Geography and History) the possibility of a choice of certain 'optionals', some of which are of a scientific nature, and also of a number of very diverse 'technical' subjects, many of which are never essayed. A first rate school will, however, manage to teach several of these 'technical' subjects which are of a more scholastic character, *e.g.*, drawing, book-keeping, gymnastics and (for girls) needlework, etc. A certain amount of English is also done in Primary schools before the pupils reach the secondary stage and there is no compulsion to pass any given vernacular standard before admission to an English-teaching school. The figures shew that there are nearly 20,000 pupils learning English in the province, of whom over 1,800 are in primary standards.

2. In the vernacular course as compulsory subjects, Burmese, Mathematics, Kindergarten and Object-lessons, Elementary Science, Geography and Pâli are specified, with, in Standards VIII and IX only, the History of Burma. 'Optionals' (which at present no school need take unless it likes) include *inter alia* needlework, manual training, gymnastics and drawing.

Statements III & V.

3. So far as secondary education generally is concerned there has been fair progress on the whole. An analysis of the figures, however, reveals that it has been effected in the Middle stage rather than the High, in which latter indeed a slight decline can be traced. The percentage of pupils in the High department has sunk from 2·6 last year to 2·1, the actual numbers having fallen from 980 to 876. This means that only one boy in 47 now reaches this stage. In Anglo-Vernacular education in particular the most marked advance would seem to have taken place in the Mandalay Division. Pegu, however, still has by far the largest number of English schools (25), next to it coming Tenasserim (18). The large majority of English schools belongs to aided managers, but there are also 17 Municipal and nine Government schools of this class. The last figure connotes a rise of three during the year, due to the opening of a new Anglo-Vernacular school at Maymyo, and the raising in grade, from Primary to Secondary, of the Government Anglo-Chinese School at Bhamo, and the School for the sons of Shan Chiefs at Taunggyi. Of the nine Government schools five contain High Departments. The Municipal institutions include three English High schools, the balance belonging to the middle class, while aided managers support nine High and 46 Middle schools.

Statements III & V.

4. Turning to Vernacular Secondary institutions we find that, as in the case of Anglo-Vernacular schools, the largest increase has taken place in the Mandalay Division (a rise of 10 schools) but that Pegu is still a long way ahead in actual numbers: a considerable rise (72 to 81) moreover has taken place in the latter district also. Government Vernacular secondary institutions generally have risen from 1 to 4, due to the opening of a High school at Prome, a Middle school at Bassein, and a Practising school at Mandalay. But the vast majority of these schools belongs to aided managers, the Municipalities apparently being content with Anglo-Vernacular schools, secondary or primary. The aided Vernacular secondary schools for boys have risen in number by 50 with an increase of 2,017 pupils. At Prome the school kept by Maung Khant was taken over by Government. At Mudôn in the Eastern Circle the Inspector reports that for the first time in this circle a High department has been opened in a vernacular aided school, the *pôngyi* taking the Eighth Standard himself.

5. Reports furnished by the Head Masters of Secondary Schools vary considerably in form and interest. Too many are confined to details of the baldest and driest description, but from a few some light can be obtained upon the actual life of the school, its distinctive character and essential wants. While many persons, including even some Inspectors question the desirability of an extension of English teaching, Head Masters of Anglo-Vernacular schools are naturally not inclined to doubts upon the subject, yet comparatively few of them take thought for their methods of teaching the language or endeavour to improve upon the traditional system handed down to them. Their staffs are for the most part composed of men of non-university or undergraduate status who, though in an increasing number of cases they are 'trained,' are not possessed of much general

experience or culture. In these circumstances it is surprising not that Anglo-Vernacular education has obvious defects but that it is as good as it is. In any case it would seem useless to continue to carp at it: until the market value of the career which a Secondary Vernacular school offers can compete successfully with the possible prizes of an Anglo-Vernacular course, the latter is bound to be preferred by the ordinary scholar and his parents.

6. A few of the more prominent Anglo-Vernacular schools may be mentioned in brief detail. The Government Collegiate School, Rangoon, has had a most successful year in athletics under its new Principal, Mr. Hetherington, I.E.S., and its tone has very much improved. The percentage of passes in the examinations has also slightly risen. The Principal specially refers to the utility of the new drill shed, which affords ample space for drill and gymnastics. In the Government High School, Moulmein, the tone of the boys is also said to have improved. Football, cricket, and athletic sports have been carried on with success and hockey is to be begun. A drill shed is also required there, especially in view of the heavy average rainfall. At Minbu Government High School an interesting system of prefects exists in the boarding-house which is well reported upon. The staff, however, are stated to be slack at games. At Thazi High School the examination results are reported exceptionally good; nothing is stated as to games. The newly constituted Government Anglo-Vernacular School at Maymyo has got over its initial difficulties and is now progressing as well as can be expected in the present hired building. Among Municipal Secondary Anglo-Vernacular schools, Bassein has earned a somewhat unfavourable report for its examinations from the Inspector. The Prome Head Master's report is exceptionally curt and uninforming, and enables me to say little or nothing as to the school. Akyab has done well in the examinations and is distinguished by the possession of a Reading Club. Kyaukpyu did not do well at the Inspector's test and the conduct and the discipline of the pupils need watching and improvement. The Head Master, Pegu Middle School, complains of boys frequenting billiard saloons and gambling places. The new building proposed for this school has not yet been erected. Tavoy has done exceptionally well in the annual examination, only 1 boy failing out of 266 presented. The Inspector, Mr. Potter, also testifies to the school's excellent results. Ma-ubin Middle School has had to discontinue drill for want of a shed: the reason is not quite obvious. It has also suffered from changes in its staff. The Mergui Middle School building has been pronounced dangerous by the Public Works Department and is to be pulled down, and another erected. Thayetmyo seems an interesting schools inasmuch as in addition to a good library it boasts a teachers' club and an excellent school football club, the members of which compete with military and other outside clubs, not unsuccessfully. Myaungmya Middle School, is also devoted to games, so much so that the Municipal allotment for prizes is reported to have been entirely spent on sports, which were held with much eclat before the Deputy Commissioner and other European officers. The buildings here are stated to need extension. Progress at Letpadan has been hindered by epidemics. Thatôn badly needs a new building, an old police room near the main school having had to be utilized for temporary needs. Nearly all the Municipal Head Masters complain of the constant fluctuations in their staffs and the difficulty of getting suitable assistants.

The examination results call for little remark. In the Calcutta University Entrance Examination out of 319 presented only 60 passed, including 3 girls, as against 141 out of 304 in 1904-05, a distinct falling off, presumably due to inefficient teaching, combined, perhaps, with a change in the standard of the examiners.

7. In the Vernacular Ninth Standard only 20 entered for the examination of whom 6 passed. In the Eighth Anglo-Vernacular Standard 4 girls passed: there is a slight increase in the boys' passes this year. In the Vernacular Eighth Standard there is a great decline in the numbers presented, 47 as against 97 last year, but the percentage of success has not fallen, 9 passing as against 18 last year. In the Anglo-Vernacular and Vernacular Standards VII the figures shew a rise in the number of candidates and likewise in that of passes, the increase

Statement VI.

in the Vernacular Standards being considerable. It is a pity that so few go on to Vernacular Standards VIII and IX.

Statement V.

8. *Expenditure.*—The expenditure on both English and Vernacular secondary schools for boys has increased. The largest share of the increase has come out of Provincial revenues, but Local Fund and Municipal expenditure has also risen by 12 and 13 per cent. under these heads respectively. Provincial revenues have this year moreover contributed Rs. 3,409 to Vernacular boys' secondary schools under public management, whereas in the previous year the charge against this item was *nil*. The average cost of both classes of school has risen, as, too, has the cost of their products. Probably this is due to the entertainment of better paid and more highly qualified staffs. The fee returns are also somewhat higher in High schools and in Middle English schools. No figures are available for Vernacular Middle schools, as the practice is to charge schooling fees daily instead of monthly.

CHAPTER VI.

PRIMARY EDUCATION.

1. Primary Education in Burma, like Secondary, includes Anglo-Vernacular as well as Vernacular teaching. Institutions for the latter purpose of course largely outnumber their Anglo-Vernacular rivals, since, while the more advanced and wealthier classes desire English education for their children, the others even if they desire it cannot afford its cost. That there is a growing tendency, inconsiderately pandered to by some managers, who look only to the immediate interests of the institutions in their charge, to demand English education merely as a possible means to Government service or to a clerical career and irrespective of the particular circumstances of the applicant, cannot be denied. This tendency gains additional force from the fact that no previous vernacular education has been required prior to admission to an Anglo-Vernacular school. If a parent chooses, his son can pass his whole school career in an 'English school.' It is true that there he will learn something of his own vernacular, but obviously it can never be given the premier rôle among school subjects. In too many cases it degenerates into a *parergon* and the result is that not a few Burman boys leave school guiltless of any thorough knowledge of their own language, yet by no means adepts in the alien tongue they have studied so long, while of the subjects that have been taught them through its medium they retain but a faint and blurred impression. This complaint is not peculiar to Burma, but here at least it should be possible to find a remedy before the evil has assumed dangerous proportions.

Statement III.

2. The province has no system of local board and Municipal vernacular schools such as obtains in some provinces of India. Still less has it any large establishment of primary schools under direct Departmental management. The returns shew 5 such boys' schools as against 4 last year, the increases being accounted for by the opening of 3 new schools at Mogôk, Paletwa (Arakan District) and the Practising School at Toungoo, and to the exclusion of the Government Anglo-Chinese School at Bhamo, and the School for the sons of Shan Chiefs at Taunggyi, now raised to the grade of secondary schools. Similarly Municipalities have very few primary schools of their own: the total now belonging to Municipalities is only 3 as against 1 last year. The vast majority of primary schools are in fact aided institutions. In the year under review such boys' schools reached the total of 4,701 with 148,979 pupils, an increase of 116 schools and 3,890 scholars on the previous year's figures. The immense preponderance of aided institutions over schools owned or directly controlled by the state or by official agencies becomes an important factor in dealing with measures which affect the scheme of education radically or generally.

3. The alternative principle of direct Government control has however not been altogether unrecognized in primary education and some extension to that recognition has been given in the year under discussion. At Minbu (Centra Circle) a small vernacular girls' school under two mistresses has been started, at present without a school house of its own and with an attendance of 11 girls. In

the Western Circle at Akyab and Sandoway 2 more 'model' girls' schools have been instituted. The latter is doing well and has 50 girls on its rolls. The peculiar attitude, however, of the Arakanese towards their women, according to the Inspector, renders the issue of the other experiment at Akyab more doubtful. The school nevertheless already has 30 pupils. For boys 3 Government schools have been started as stated above. New schools of this kind have often to be accommodated temporarily in hired buildings. The latter, however, are difficult to obtain in Burma at reasonable rates, a fact which has prevented the establishment during the year of all the 7 Government schools sanctioned for the Northern Circle. In the Eastern Circle there are a model girls' school at Mergui, opened in 1904-05, and a practising school attached to the Normal School, Toungoo, both Government institutions. Sanction was received for 2 other practising schools, but buildings could not be found for them.

4. The main extension of primary education has been effected by other means. Out of 100 indigenous schools aided by a Government grant of Rs. 500 each for buildings and by temporary salary and equipment grants sanctioned, steps were taken to start only 94 schools. Proposals for opening in the remaining 6 places were not accepted, as there were already schools in existence. The distribution of the schools actually started is as follows: Eastern Circle 24, including one at Pindaya in the Southern Shan States, which has an attendance of 44 girls: Western Circle 17: Central Circle 19: Northern Circle 16 with an average attendance of 20 pupils.

5. Turning to the statistics, we find general evidence of progress. The number of schools and pupils has increased, and the increase is fairly general, the exceptions being the Arakan, Mandalay, and Minbu divisions. The decline in these cases is due to a loss of vernacular schools. Like Minbu, Magwe in the Central Circle was severely afflicted by floods which caused a marked fall in attendance and loss of schools, a result to which, I regret to note, the bad work of certain itinerant teachers also contributed. The number of primary Anglo-Vernacular schools has slightly risen (by 4): that of Vernacular primary schools has risen considerably (by 115). The percentage of increase in attendance in the former class is, however, double that of the rise in Vernacular attendance (613). The greater number of Vernacular scholars belong to the Pegu, Irrawaddy and Tenasserim divisions. The bulk of the school-going population is of course in the primary stage, the total of pupils in primary schools for boys more than quadrupling that of the pupils in the primary stages of the secondary schoos for boys, or, to put the fact in another light, 18 per cent. boys receive secondary, 82 per cent. primary education. Statement V.

6. The statistics for the examinations show generally increases in the number of pupils presented and of passes. Of these perhaps the most noteworthy is the increase of girls passing the Upper Primary Vernacular test, *i.e.*, 1,788 as against 1,567 in the previous year. There is also a considerable rise in the number of girls who were successful in the Lower Primary Vernacular examination 17,939 against 16,895 in the previous year. What, however, strikes one most is the number of girls in these lower standards and the disproportion in this respect between the figures for the latter and those for the upper primary stage. It is evident that while the people are far more ready than those of India to recognize the necessity of instructing their womenkind in the elements and such other things as they consider appropriate for them, there is no great demand for higher education for women. Statement VI.

7. *Expenditure.*—There has been a very considerable decline in the figures for provincial expenditure upon schools under public management due to the rise in grade from Primary to Secondary of the Government Anglo-Chinese School, Bhamo, and the School for the Sons of Shan Chiefs at Taunggyi, and the bulk of it falls upon Anglo-Vernacular boys' schools. There is, however, an increase under all other heads except 'Other sources.' The decrease under the last item is due to the receipt of smaller amounts from Subscriptions and Endowments. Municipal funds shew a rise of over Rs. 3,000 on Anglo-Vernacular primary education and of nearly the same amount on Vernacular. Local Fund expenditure on the latter has risen by over Rs. 11,000. Speaking generally the total expen- Statement IV.

diture from all sources upon the former has shrunk by 12 per cent., while that upon the latter has risen by 11 per cent. The average cost of a primary school has risen by Rs. 5, but that of its male product remains nearly stationary. The average expenditure in fees per pupil is very much less in publicly managed schools than in the year before: in aided institutions it is approximately the same. The expenditure on scholarships is *nil*, as none are awarded in Primary Departments.

Statement IV.

8. *Total expenditure on Primary Education including that for Primary Departments of Secondary schools.*—The total expenditure on Primary education including that for Primary Departments of Secondary schools was Rs. 10,20,540 against Rs. 8,75,334. The funds were distributed as follows:—(*a*) Towards the Primary Departments of Secondary schools, Provincial Funds contributed Rs. 1,50,804 against Rs. 88,286 last year; Local Funds Rs. 29,762 against Rs. 27,391; Municipal Funds Rs. 88,629 against Rs. 75,019; Fees Rs. 2,07,371 against Rs. 1,97,417; and Other Sources Rs. 53,722 against Rs. 32,958: (*b*) towards the purely Primary schools, Provincial Funds contributed Rs. 1,99,249 against Rs. 1,80,335; Local Funds Rs. 1,95,003 against Rs. 1,82,203; Municipal Funds Rs. 61,820 against Rs. 55,395; Fees Rs. 27,332 against Rs. 26,863; Other sources Rs. 6,848 against Rs. 9,467. The average cost of educating each pupil of the Primary Departments of the Secondary schools was Rs. 16·03 against Rs. 14 last year, and that for the purely Primary schools was Rs. 3·3 against Rs. 3·1.

CHAPTER VII.

TRAINING SCHOOLS.

1. The training of teachers in Burma has naturally been determined in its development by the general educational conditions of the province. With no University and a dearth of graduates native to the province, the standard of general attainment requisite for admission to the highest grade of Anglo-Vernacular training is comparatively modest (the Calcutta University Entrance test), while that for what is termed the secondary Anglo-Vernacular grade is the passing of Standard VII. Few candidates pass through the highest course: in 1905-06 the number was 6 as against 7 in 1904-05. Those who pursue the Secondary curriculum are still really at school and are largely occupied in making up leeway with the ordinary school work of the higher standards. The 'professional' work and training has mostly to be taken out of school hours. In vernacular training, again, the Normal classes are not above or independent of the schools, but are attached to them for the same purpose, *i.e.*, to enable the normalists to complete their ordinary school education. The present standards of admission are, for primary training, Standard IV, vernacular (age not under 12), and for secondary the Fifth Standard (age not under 14). This system is not without its defects and a revision of it was entered upon in the year under report, the results of which are still under consideration.

Statement III.

2. The work of training is shared between Government and aided institutions, but the former and their pupils are considerably in the majority so far as institutions for men are concerned. For mistresses Government maintain no separate institutions. The figures for the year call for little remark. The pupils in the three aided male classes have dwindled by 22, those in the five Government schools have increased by 45. The figures for women show no increase for schools and a rise only of 4 for pupils. Students may be stipendiary or non-stipendiary: of the former class Government Normal schools contain 222, aided institutions 173 (including both Vernacular and Anglo-Vernacular scholars). The Government institutions are distributed at the chief centres. The aided ones are found in Rangoon mainly but also at Bassein, Moulmein and Thônzè.

3. Of the reports received from the Government Normal schools that of the Mandalay school best depicts the work of the Normal pupils and the Inspector has especially testified to its efficiency. The Head Master is fully alive to the essential requirements of training work and notes that students who pass through this school undergo a mental and moral transformation which is much to their benefit. The school's results in the examinations, particularly in the highest test,

"the Higher Grade," are especially commendable. At Moulmein Mr. Simon, Head Master of the Normal School, retired shortly after the close of the official year. He had been for 13 years in the school and his work had received general commendation for its thoroughness. The Principal complains in his report of the weakness of the Burman stipendiaries. The only two who sat for the Secondary test failed: whereas all 13 non-stipendiaries sent in passed. In the practical tests held by the Inspector the school did well generally. There is an interesting Slöjd class attached to this institution. The report of the Akyab school is non-illuminating. The pupils have done fairly well in the examinations, but their conduct has not been satisfactory and there appear to be faults of management which it is hoped will be remedied after warnings given. The Rangoon Normal school came under a new head in Mr. Reynaud in June 1905. The results are creditable and speak well for his administration and teaching. The Toungoo school is a vernacular one entirely. It possesses a Slöjd class started in 1903 but needs a Kindergarten Department. There were 31 Normal students in training, of whom 29 passed in various tests. The discipline is good.

4. Of the various examinations the most important are the Final Theoretical Test held under the auspices of the Educational Syndicate and the Final Practical Test. The latter is necessary to enable a teacher to earn a certificate fully 'signed up' and none can be considered completely qualified unless he has obtained this. This test is held by officers of the Department and its conditions require two years continuous teaching in school subsequent to the passing of the Theoretical Test. The figures for the former examination shew a creditable increase in passes for male candidates from the training classes in the Anglo-Vernacular and Vernacular grades, but a total deficit of female candidates in the Secondary Anglo-Vernacular grade; while only 7 passed in the Primary Anglo-Vernacular grade, apparently however an improvement on the past year when none were successful. In the Vernacular Secondary grade also fewer women have passed this year though the figures in the primary stage have increased somewhat. The general percentages of the examination, including all candidates, whether, 'normalists,' or 'outsiders,' shew a very slight decrease, 31 per cent. as against 32 in the previous year. The figures for other examinations call for few detailed criticisms. In the first year examination of the secondary vernacular grade for males in training classes there is a marked decrease both in entries and passes in comparison with the figures of 1904-05. *Per contra* there has been an increase for the second year. The phenomenon seems due to the promotion from the first to the second year of those who passed the former in 1904-05.

Similarly figures for the Secondary vernacular grade for female normalists have fallen for both first and second year classes. In the Primary grade, however, they have risen considerably, thanks to the good results obtained by the Kemmendine American Baptist Mission Girls' Normal School.

5. Up till 1906, January 1st, outside candidates were allowed to present themselves for the final theoretical examinations and if they passed were considered as qualified teachers. All sorts of classes appear to have taken advantage of the concession. They passed through no Normal class and their work was often crude and distinguished by signs of unintelligent cramming. On the other hand a certain number of experienced teachers who had no opportunity of attending a Normal school were thus enabled to obtain recognition as qualified masters or mistresses. For people of the latter class the abolition is proving anything but a benefit, while managers are hard hit, as in the present dearth of fully trained teachers they are thus cut off from utilizing a by no means valueless source of supply. Some modification of the new rule which would render it possible for really experienced teachers, who have been debarred by good reasons from attending any normal school, to qualify would be a distinct boon, not only to such men but to many managers, and should not lessen the efficiency of the staffs.

6 *Pupil teachers.*—These are employed only in Vernacular schools. The full term of employment is three years. The pupil teacher must have passed Standard IV (Vernacular) if any grant is to be paid on his account. He is also required to pass the higher standards successively at the rate of one per year under employment. The

figures shew that a very considerable number fail, especially in the third year. On the returns for the year there is a decline in comparison with those of 1904-05. A total of 486 were at work on 31st March 1906, of whom only 276 had passed their examinations, a fall of 10 and 5 respectively on the corresponding totals for last year. The Inspector of Schools, Eastern Circle, notes that the whole system is somewhat unpopular on account of the tests and that the failures are largely the fault of the itinerant teachers and managers, who do not instruct the pupil teachers as they are expected to do. Suggestions for improvement have been made by the Inspector and selected pupil teachers are now sent in their third year to a Normal school for a course of training.

7. *Vernacular Certificated School Managers and Vernacular Certificated Assistants.*—The numbers in both cases have increased considerably. There are now 7 Tamil certificated managers and 12 Tamil certificated assistants. The figures for Karen managers have slightly risen except in the Eastern Circle and Central Circle, where there is an increase of 9 and 2 respectively.

Statement IV.

8 *Expenditure.*—The bulk of the expenditure on training schools for males falls upon Provincial revenues, 'other sources' being responsible for Rs. 3,893 only, and Municipal and Local Funds contributing nothing. Of the Provincial contribution approximately four-fifths goes to the institutions under public management. While provincial expenditure has increased by nearly Rs. 9,000, that under 'other sources' has fallen off. There being no Government classes or schools for mistresses the provincial contribution under this head goes entirely to aided institutions. It has risen slightly while that from 'other sources' has vanished. Roughly calculated, the total expenditure upon schools for masters is more than ten times greater than that on mistresses' institutions. The forms which the expenditure mainly takes are payment of salaries, capitation grants (to aided schools) and stipends to normal students.

CHAPTER VIII.

TECHNICAL EDUCATION.

Statement III.

1. Burma owns two technical schools under Government management, one at Insein, near Rangoon, and the other an apprentice school or rather class for apprentices at the Railway Workshops, Insein. The former is an engineering school at which pupils are prepared for various branches of the Public Works Department. The total attendance in these two schools increased by 10 in the year. There are also two Government Kindergarten Departments in connection with the practising school at Mandalay and the High School at Moulmein respectively.

Statement III.

2. Under private management 20 schools are returned as against 25 in the past year. Of these 3 are 'technical' or 'industrial' schools in a special sense as undertaking to teach certain definite industries. The remaining 17 are merely Kindergarten schools or classes attached to ordinary Anglo-Vernacular schools. Of the three former two are in Rangoon and the third is at Toungoo. They shew a marked increase in the general total of pupils in attendance (135 against 75 in 1904-05). In the indigenous schools provision is also made for Kindergarten in combination with "Thinbongyi" (spelling and elementary reading) and object-lessons. The returns, however, shew a decline in passes gained in these subjects in the year under report. The Young Men's Christian Association, Rangoon, had a commercial class, but it no longer supports one now. The Association intends to open another class later.

3. The report of the Head Master of the Government School of Engineering, Insein, while it speaks hopefully of the 'mechanical bent' of the Burman, who is represented as greatly superior to the Indian in this respect, admits that "with the exception of carpentry no engineering subject had a practical side to it." This should be changed when the reorganization of the school is complete. At present things are in a state of transition: the attendance has increased (54 as against 39 in 1904-05) and the classes, it is stated, have been working on the syllabuses prepared for the reorganized school, but the staff and buildings to be provided under the reorganization are not yet ready. The Head Master notes that he has received

repeated requests for draughtsmen: he suggests that the Public Works Department should offer an appointment in this line for three successive years from 1907. The health of the boys, their morals and keenness in athletics are all well reported on.

4. In the Government Reformatory at Insein technical work is also done. The report shews that the numbers in attendance are nearly stationary and that the work, which consists of cane-weaving, carpentry, and tin-smithing was well above the average, while some of it was excellent. It is complained however that the carpentry tools are inferior and that the present equipment is out of date.

5. In connection with the Government Normal classes, and also certain Government High Schools, courses are held in what the Department terms "Slöjd." This includes much manual work usually taught in connection with Kindergarten, *e.g.*, paper-folding, colouring with crayons, card-board and clay modelling. These subjects are handled in the first normal year: in the second and third years woodwork is done. The Moulmein Normal School and High School do perhaps the best work, though the Inspector of Schools, Eastern Circle, notes that greater accuracy in work and measurement is very desirable. A special building is under construction to house the "Slöjd" classes there. But the work at the Mandalay Normal School is also well reported upon, a special feature of it being the map-models produced in paper pulp. The Rangoon Normal school classes are in the initial stage, but progress satisfactorily.

6. There is no school of Art in the Province. Drawing is taught as an optional subject in Anglo-Vernacular and Vernacular schools or as a technical subject in technical schools or departments. The courses, however, are confined to geometrical, free-hand and model work, and include no brush or colour work, nor the developments of 'object drawing,' free sketching, 'memory drawing,' found elsewhere. They are therefore not as effective as could be desired. The figures shew considerable increases in the numbers presented and passed in Anglo-Vernacular schools but a decline in the case of Vernacular institutions. Teachers under training are tested as to how to teach drawing, but few have been taught to draw reasonably well. There is need of a practical course of wider scope. A special drawing certificate for teachers also exists. This course includes blackboard drawing and drawing from the cast and is quite optional. The figures for it shew an increase of passes in the primary stage, a slight decrease in the secondary.

7. Among other 'technical' subjects listed in the Code are 'vocal music,' weaving, lace-making, book-binding, cookery, printing and tailoring. To the first considerable attention has been paid in connection with the Sol Fa system, but this year's returns shew a very marked falling off in the passes under Standards II and upwards. The cause may be sought in the facts that Karens, though good singers, find the prescribed tests difficult and that in many schools which took music the passes in compulsory subjects also fell. Weaving is done chiefly in Vernacular schools in the Northern Circle, where many people are weavers by profession. It is a question however whether this work merits special encouragement since it entails no improved processes and is such as the children would learn in any case in their own homes. In the Bghai-Karen Anglo-Vernacular School, Toungoo, only 18 pupils were presented and passed in this subject, but the school also takes printing, book-binding, carpentry, its results for which show a marked improvement on those of 1904-05. The Prome Road School, Rangoon, takes cookery, dress-making and lace-making; St. Mary's S. P. G. School, Rangoon, the last only. Both schools show improvement on the whole in their results, this year. The Roman Catholic Mission School, Thônzè, has taken up "Slöjd." The returns, however, are not so favourable as last year, entries and passes alike having fallen off. It is to be hoped that the original enthusiasm is not ebbing.

8. *Apprentice Schools.*—Figures for stipendiary European apprentices shew an increase of one only. The large majority are in the Burma Railway Workshops at Insein: most of the rest in the Dalla Dockyard, Rangoon. The railway pupils were examined in Mensuration and 'the Steam Engine.' They did not do well and only two boys passed.

N.B.—(It has been the custom to treat Kindergarten and Kindergarten institutions under this chapter, but, strictly regarded, the subject would be better included under Primary Education.)

9. *Survey Schools.*—The 18 Government Survey Schools have 411 students as against 415 last year. They are examined by the Educational Syndicate in Surveying, Revenue Law and Arithmetic, in which 203, 113, and 152 respectively passed. The last two subjects were not thoroughly taught. Surveying on the whole was well done, the Clancey medal in this subject falling to a boy in the Ma-ubin School. The schools were regularly inspected by Settlement Officers. Moulmein is specially commended, but the schools at Insein and Katha were found unsatisfactory, particularly the former. The staffs at Pegu, Toungoo and Prome are also blamed for slackness, and attendance was found declining in Mandalay, Yamèthin, Insein and Meiktila. The increase in pupils who have passed Standard VII is noted as a special indication of progress and the general condition of the schools is declared satisfactory.

Statements IV.

10. Speaking generally one finds a considerable activity in technical education throughout the province, but it appears to need co-ordinating and systematizing.

11. *Expenditure.*—There has been a slight increase upon the previous year. The expenditure on the Engineering School at Insein has somewhat fallen off; that on industrial schools has risen very slightly. In the case of 'other schools' excluding Pâli schools while private funds have contributed about Rs. 2,000 more, public revenues have contributed slightly more than in 1904-05. The decrease in connection with the Engineering School is due to a smaller number of stipends being held by the apprentices at the Railway Workshops, Insein. The expenditure upon scholarships in special schools from Provincial funds has largely increased, having risen from Rs. 531 in 1904-05 to Rs. 1,730 in the year under report. No contributions are made by Local or Municipal funds to this object.

CHAPTER IX.

FEMALE EDUCATION.

Statement III & V.

1. There is little doubt that female education is extending throughout Burma. The Inspector of Schools, Northern Circle, reports "a more than proportionate increase of girl pupils during the year under report, *viz.*, 7·32 per cent. as compared with 6·24 per cent. in 1904-05." The Inspector of Schools, Eastern Circle, notes that the number of girls in public schools in his circle has risen from 2,434 to 2,513, while the Inspector of Schools, Central Circle, remarks on the rapid and continuous increase of girls under instruction in public institutions in that area. Only in the Western Circle is the tale different. The Inspector states that vernacular female education there has made practically no progress, and that there has been a large fall in the number of primary girls, a fact which he accounts for by shewing that 22 were transferred to the boys' list. Only one Anglo-Vernacular girls school exists in this circle, so that there is little scope for advanced education. For the decline the Inspector blames the indifferent attitude of the Deputies towards female education. He adds that special instructions will be given them in this regard.

Statements III & V.

2. The tables shew clearly and strikingly that the vast majority of female pupils has not passed beyond the primary stage. Higher education, however, is not quite unrepresented: 7 girls were at college studying an "Arts" course, 181 were in training classes and 75 in technical or industrial schools. The total has risen by 4 over that of the previous year. In regard to secondary schools the figures for attendance have risen considerably, *i.e.*, by 1,400. In primary schools the figures for girls shew an increase of nearly 2,000, a rise not perhaps so striking as that referred to above in secondary schools. It must be remembered that the girls' schools include a certain number of boys (about 7,000), while in boys' schools the total of girl pupils amounts to no less than 39,193. One Inspector would account for this phenomenon on the ground that the Burmese parent prefers that girls should not attend a separate school for girls until they have reached the age of 13 or thereabouts.

Statement III.

3. The total of Buddhists naturally exceeds that of any other creed in all stages of instruction except secondary Anglo-Vernacular, where the Europeans and Eurasians come first with nearly three times as many pupils as the Buddhists

Next to the Europeans and Eurasians in secondary Anglo-Vernacular education come the Native Christians, who also shew up well in secondary vernacular education, a branch which the other class lets severely alone. Among Indian races domiciled in Burma the Parsis have 7 female pupils undergoing secondary instruction, the Brahmins none, while Mahomedans can shew no less than 180, figures which are hardly in accord with the relative educational status of these creeds in India. Taken generally, however, the statistics for Indian female pupils shew a decided increase in all departments.

4. The management of female education rests almost entirely with aided bodies or individuals. There are no Government and no Municipal secondary schools for girls, the entire number of such institutions being in the hands of aided managers. Under their control the total of schools has increased by 13 and that of pupils by 1,257. Of the pupils 84·83 are in the primary, and 1·7 in the High School stages. In 1904-05 Government had only one Primary Girls' school: it now has four, situated at Mergui, Akyab, Sandoway and Minbu, and educating 143 pupils. The aided primary institutions shew a decrease of 8 schools and 662 girls. Statements III & V.

5. In the year's examinations girls did well on the whole, 12 passing the Entrance out of 31 presented (a figure nearly the same as in 1904-05); while in the so-called "Preparatory Entrance," or Eighth Standard examination, 38 passed out of 42 entries, higher figures than in the previous year. The results of the Middle School and Primary examinations also shew increases in most standards, those in the Upper Primary vernacular stage being considerable, while in the corresponding Lower Primary a tendency towards decline is visible.

6. *Expenditure.*—Increases are reported under all heads except 'Other sources,' the chief being the provincial contribution to schools under public management. The lion's share of provincial funds devoted to female education, however, is still spent on aided institutions. Local fund and municipal expenditure has grown somewhat notably, but the main portion of it goes towards Anglo-Vernacular secondary education, although the amounts subscribed to primary and secondary vernacular girls' schools have been raised. The total amount in fact spent in the whole province upon secondary female education is more than twice the expenditure upon primary. Schools of the latter class have, however, received a very much higher contribution this year from provincial revenues (Rs. 2,559 against Rs. 511) and general expenditure otherwise upon them has increased, although 'Fees' have fallen slightly. The average cost of such a school is Rs. 160, *i.e.*, Rs. 18 more than in 1904-05, while the cost of the school product remains practically the same. Statement IV.

CHAPTER X.

EUROPEAN EDUCATION.

1. During the beginning of the year under report the new European Code had not come into operation: gradually as the examinations finished the Code was applied. It has now been adopted in Burma practically as it stands with the exception of Chapter V, for which has been substituted the Burma Code's chapter dealing with grants as more suitable to the circumstances of the province.

2. The total number of European pupils has increased by over 200, but a large proportion of these (about one third) attend schools for non-European scholars. The Inspector of European Schools notes that all schools which might have come under the European Code have not accepted it, the fear of losing native pupils, the harder work exacted by the new Code and difficulties as regards the provision of separate buildings and suitable staff acting as deterrents. A number of 'Eurasian' children moreover speak Burmese as their mother tongue and in instinct and manners are Burmese rather than European. The assimilation of such in a European school under the new Code is a matter of difficulty and could only be attempted gradually. It is obviously better, however, that children of mixed blood should be raised, if possible, to the European level rather than permitted to attend vernacular schools and to become scarcely distinguishable from the ordinary native. In European schools on the other hand a certain number of non-Europeans are to be found. The figure for the last item had sunk, however, Statement III.

by over half since the previous year. "European" nevertheless still remains an elastic term and may be made to connote Armenians, Jews and even Parsis in certain contexts.

Statement III. 3. The number of Europeans in attendance at the Arts College has declined by 5. In secondary schools, however, the figures for girls have risen considerably and female pupils distinctly outnumber the male. The latter remark also applies to primary schools, where, however, the totals are curiously small. In the numbers at training schools there has been a serious decline as regards male students, the figures being 37 as against 66 in 1904-05.

4. European secondary schools with one exception are entirely under aided management. The aided institutions number 16 as against 18 last year. The fall is due to the schools at Prome and Moulmein Cantonment preferring to be placed on the Anglo-Vernacular list. On the other hand the total of pupils in them has slightly increased. The one exception mentioned above is the Government School for Europeans at Maymyo. This was reconstituted during the year and separated entirely from the Anglo-Vernacular Department, which was established as a separate school elsewhere in the town. By 31st March the new European school numbered 75 pupils including 35 boarders. The accommodation for the latter is hardly adequate and plans are under consideration which will allow of a large extension of the boarding arrangements and thus enable the school to serve the needs of as many European families as possible, wherever stationed in the province. The appointment of a European Principal in the Indian Educational Service is also contemplated. The discipline and games of the scholars are well reported on, but a good deal of smartening up is necessary before the school can approach the ideal of an English public school of the smaller kind. The staff has been subject to too frequent changes and at present consists far too largely of women teachers, a curious phenomenon in a school of this type. Apparently the present rates of salary are insufficient to attract masters of the right class.

Statement VI. 5. In the higher examinations successes were fewer than in 1904-05. In the F.A. 5, and the 'Entrance' 19 only passed as against 8 and 26 respectively in the previous year, while no one gained the B.A. degree. On the other hand, the figures for the school tests (Standard VIII, Middle and Primary) show distinct improvement.

6. *Expenditure.*—There has been a rise under all heads except 'Other sources, The largest contribution is still 'Fees,' but now next comes 'Provincial Funds, their contribution having increased by over Rs. 10,000, while Municipal Funds, which stood second in this respect in 1904-05, have been relegated to the third place. The bulk of the expenditure is on account of secondary schools, nearly five times as much being expended upon them as upon primary ones, the figures for which indeed show a marked decline. The latter may be attributed to the change in the registration of two primary schools from European to Anglo-Vernacular. One of the most noteworthy items in the financial figures for European education is that for 'buildings,' the expenditure upon which has risen to six times the sum at which it stood in 1904-05. The increase represents new buildings at Maymyo, Thandaung, Mandalay and Rangoon. Curiously enough the returns for furniture and equipment are 'nil,' due to no schools having applied for these grants.

CHAPTER XI.

MAHOMEDAN EDUCATION.

1. Mahomedans undergoing some course of instruction are found chiefly in the Akyab district of the Western Circle, in Pegu in the Central Circle, and in the Mandalay, Shwebo and Yamèthin districts in the Northern Circle. In the Eastern Circle there are no Mahomedan public schools either Vernacular or Anglo-Vernalar and the majority of Mahomedans attending school go to Burmese public schools or to private Koran schools. The Inspector of Schools, Western Circle, points out that Mahomedan education has not perhaps received all the encouragement that was possible and that with more Mahomedan Deputy Inspectors the education of this class could be extended and improved.

2. The total of Mahomedans under instruction shews a slight increase and the percentage of those in public institutions generally has also risen, the figures being 6,680 for pupils in the latter as against 4,625 attending private institutions. This is an encouraging sign and indicates that the community is no longer as a whole content with a little Urdu plus the Koran. The private elementary schools teaching mainly the sacred book still, however, exceed all other kinds of Mahomedan schools, though their numbers have fallen considerably (by over 30 schools). The pupils moreover in them still out-number those in purely Mahomedan public schools whether Vernacular or Anglo-Vernacular. There are only two schools of the latter class, both in Rangoon, and neither proceeding beyond the primary stage. One Vernacular Mahomedan secondary institution, however, exists at Kanbalu, Shwebo District. The total of Mahomedans in public secondary schools of any kind has distinctly increased, but only six were in attendance at an Arts College as against seven in 1904-05, while only six passed the Entrance, a falling off of four in comparison with the previous year. On the other hand one succeeded in graduating as B.A. None entered for the M.A. or for Law or Medicine. In the Departmental examinations the figures remain stationary for the Middle School test and there are decreases in the passes under the primary tests. Statement III.

CHAPTER XII.

EDUCATION OF SPECIAL CLASSES.

1. The various races that in Burma come under the head of "special classes" are many and various. They include Karens, Chins, Shans, Kachins, Talaings, Taungthus and Danus, all of whom are natives of the province. Beside these there are Tamils, Telugus and Manipurians from India, as well as Chinese. The number of schools for Karens and of Karens under instruction far exceeds the returns for other tribes, especially in the case of indigenous schools, Karens being numerous in all the circles except the Northern, where only one school for them exists. The returns shew a general increase in their case as regards both institution and attendance. Next to Karens, Talaing schools and pupils are most numerous, but the figures show very little increase over those of 1904-05. For the Chins there is one public school under public management at Falam, the numbers in which have risen considerably, but the majority attend indigenous schools. The figures for the latter are almost stationary. The Shans prefer private institutions and the numbers in attendance at such places of instruction have increased remarkably in the year as, too, have the schools (2,325 against 1,039 and 178 against 85). Most of the increase occurs in the Northern Circle and is attributed by the Inspector to the opening up of new ground and to the more thorough working of the Ruby Mines and Upper Chindwin districts. The attendance moreover in Shan Schools under public management has increased largely (247 against 76) as the result of the opening of a school at Mogôk. The figures for the Taungthus shew a distinct and general decline both in attendance and schools. The Danus still prefer to attend monastic schools. These were inspected for the first time this year. The Inspector, Eastern Circle, remarks that the *pôngyis* are conservative and proud and by no means eager to welcome interference in their ancient methods of education. Departmental text-books however were left with them and the necessity of improving their pupils' secular education was pointed out.

2. The one Chinese school under public management is at Bhamo: the attendance therein has slightly decreased. Chinese private schools have fallen from 4 to 2 but the total of pupils has increased considerably. Tamils and Telugus are largely found in public and indigenous schools under private management and their numbers have increased during the year. Manipurians are few and the figures for them are nearly stationary.

3. Anglo-Vernacular education flourishes only among the Karens, one boy from which tribe passed the Entrance examination, while five passed the preparatory examination for that test. In the Middle School examination 28 and for the Upper Primary 111 Karen girls passed, figures which shew that the Karens are by no means averse to English education for their women. The Shans and Chins are the only other Burmese backward races attempting English education, but

none of them as yet go beyond the middle stage and hardly any of their girls obtained passes in Anglo-Vernacular standards, none among the Shans and only two Chins. Chinese and Indian pupils also have no passes beyond the Middle School: Tamil and Telugu girls' passes are comparatively scanty and the figures for Chinese girls are *nil*. Speaking generally as regards all these tribes the figures for passes in Anglo-Vernacular standards shew a decline. On the other hand those for Vernacular standards shew a distinct increase all round, though no passes are recorded for any standard beyond the middle stage.

4. At Taunggyi, in the Southern Shan States, is a special school for the sons of Shan Chiefs. Beside three minor chiefs, ten heirs-apparent and nine other sons of chiefs, there were still included a number of retainers, dependants and others who have little or no claim upon the institution and whose influence is not for the best. Gradually, however, these are being weeded out. The majority of the boys are Shans or Karens; 36 are reported as being between 7 and 14 years of age, 38 between 14 and 21. A new class (Standard V) was opened during the year and the school has risen from the primary to the secondary stage. It was inspected for the first time by the Inspector of Schools, Eastern Circle, who (the Head Master reports) put the school through as strict a test as he would have held in any other Anglo-Vernacular institution. The boys play football, and athletic sports, which are to become an annual feature, were organized by the Inspector on the occasion of his visit. The school is beset by the usual difficulties regarding moral tone, discipline, and so forth that have had to be overcome in similar institutions in their initial stage in India. The Head Master, Mr. Nepean, however, appears to be surmounting them by the exercise of common sense and firmness and has received much valuable assistance in these matters from the Political Superintendent, Southern Shan States. Mr. Nepean will be succeeded in the present year by an English University graduate, but he will leave the school with the assurance that he has done good work and has well and truly laid the foundations for still higher success in future.

CHAPTER XIII.

PRIVATE INSTITUTIONS.

Statement III.

1. This heading includes no advanced institutions teaching Arabic or Sanskrit or other Oriental classical language. Of the elementary institutions the vast majority is vernacular and comprises chiefly *pôngyi kyaungs* or monastic schools. The figures for these vernacular schools show an increase of both schools and pupils as regards boys but a decline in both in the case of girls. The only other item of importance under this category is the Koran schools, most of which are found in Arakan. The figures for this class indicate a falling off of pupils as well as schools. Naturally nearly all the pupils attending elementary private institutions are Buddhists. Scholars of this creed are thickest in the Meiktila and Sagaing Divisions of Upper Burma, but in the province as a whole they number 97 per cent. of the total of pupils in private establishments. It is also note-worthy that the Buddhist pupils learning in such schools constitute nearly half (47·2 per cent.) of the total of the creed under instruction.

2. The work of bringing these monastic institutions under the influence of the Department lies chiefly with the Itinerant teachers. It is to be feared, however, that the latter have not always realized their responsibilities in this direction and that many have gone about the matter in a wrong way. The older *pôngyis*, who teach only Burmese and a little Pâli, are conservative and not devoid of ecclesiastical pride, so that they do not always welcome the exhortations and criticisms of a youthful and sometimes conceited layman. Nevertheless, if they find that they can teach the subjects prescribed by the Code, many *pôngyis* are willing to have their schools registered. Itinerant teachers are expected to acquaint themselves with all the private schools in their township, but not a few fail to do so and the progress of registration in such cases is proportionately slow.

CHAPTER XIV.

HOSTELS OR BOARDING-HOUSES.

Statement VIII.

1. Most Anglo-Vernacular schools are reported to have boarding establishments attached to them. The total number of such hostels has fallen off in the year

under report, those for males numbering 101 against 115 in 1904-05. Similar institutions for females, however, have increased and the general total of boarders, male and female, is higher this year. There are Government hostels (all for males) at the High School, Moulmein, and the Normal School, Akyab, at the Minbu and Thazi High Schools, and at the Rangoon College and the Government Collegiate School. The Principal, Rangoon College, reports that the Hostel has been full throughout the year, the extra accommodation provided last year being immediately utilized. A hostel, which is very full and is to be largely extended is attached to the Government European School at Maymyo, and two others belong to the Normal School, Mandalay, and the Anglo-Vernacular school at Sagaing, while boarding quarters are provided at the Chiefs' School, Taunggyi. The Akyab, Bassein and Myanaung Municipalities have similar establishments for their High Schools. The Inspector, Western Circle, moreover, is strongly of opinion that hostels should be provided for the two schools lately taken over by Government from the Sandoway and Kyaukpyu Municipalities. No hostels for women are maintained by Government or Municipal Boards.

2. In the case of Government institutions, hostels are expected to be self-supporting and to maintain themselves from the fees paid by the boarders. Certain contributions however are made to aided schools by Government or by Municipal Boards, and the total of such grants has been very considerably increased in the year under reference. In spite too of the decline in the number of hostels the total of fees has risen since 1904-05. Statement VIII.

3. The management of the Government hostels is on the whole well reported upon, but very strict supervision is constantly required if the manners and moral tone of the inmates are to be maintained at the requisite level. The boarding institutions at the Rangoon College and the Government Collegiate School, Rangoon, appear particularly well kept: the sleeping and feeding arrangements are all well done and discipline is well maintained under the present Principals. At Akyab, however, there have been complaints about the food and the general supervision seems to have been lax in several respects. At Maymyo the standard of neatness and comfort hardly attains that reached by the two Rangoon institutions.

CHAPTER XV.

PHYSICAL AND MORAL TRAINING.

1. In most Anglo-Vernacular schools drill is taught and apparently on the whole fairly well taught. But (as in India) it is not a form of physical training that really appeals to either boys or masters. Perhaps the reason is that commonly in the hands of the ordinary instructor the exercises and manœuvres are somewhat objectless. Neither the pupil nor his teacher takes the trouble to understand their purpose and the movements are repeated mechanically to order. Moreover, much of the drill taught is derived from military drill, in which the earlier exercises have a definite place and function in a complete programme and lead up to higher and more important evolutions. In schools they are often taken out of their context and boys seldom attain to the more interesting ones. It is much to be desired that the present courses should be made more purposeful and, as regards manœuvring, more realistic.

2. Gymnastics are essayed in a comparatively few Anglo-Vernacular schools which own some apparatus, but the Rangoon College and the Collegiate High School, Rangoon, are the only ones to possess a regularly fitted gymnasium. The work done there under military instructors is fairly good, but is subject to criticisms similar to those passed above in respect of drill. In girls' schools calisthenics may take the place of gymnastics, but they are not extensively practised. Cadet corps flourish in Rangoon, the Diocesan School obtaining a large grant under this head, and St. Paul's School earning even a still larger one. The Rangoon College and Collegiate School corps grants were much smaller, due to the scanty number of European and Eurasian lads at these institutions.

3. Neither drill nor gymnastics is a compulsory subject in the vernacular course. Consequently many vernacular schools attempt neither. In the Eastern Circle 12 vernacular institutions take drill (as against 9 last year) and 2 girls'

vernacular schools calisthenics. In the Western Circle 7 boys' schools take drill and 3 girls' schools calisthenics. In the Central Circle (including Rangoon) the figures are much higher, 62 boys' schools doing drill and 12 girls' schools calisthenics. The Northern Circle returns 25 boys' schools as taking drill and one girls' school calisthenics. The figures for the Western Circle shew a very marked improvement on those of the previous year in which no vernacular school seems to have attempted drill. Those for the Central Circle indicate a slight rise, while in the Northern Circle there is a slight decline.

4. Games and athletic sports flourish in Rangoon and in Anglo-Vernacular schools outside the capital. Football, being akin to the Burmese basket ball and also much cheaper than cricket, is undoubtedly the favourite. Inter-school matches are played, but at least two Inspectors are of opinion that school teams should be debarred from entering for the public competitions, in which foul play and other untoward incidents are not unheard of. Probably the Inspectors are right in this view, but it would seem no reason for prohibiting inter-school competitions such as have been initiated in cricket with much success in Western India. Vernacular schools as a rule do not attempt English games.

5. The perennial question of *morale* is as much debated and as hard to solve in Burma as in India. Too often educationists as well as the general public are apt to take a pessimistic view and to bewail a universal decadence. Too often also the presumed decadence is attributed to our system of education solely. Jeremiads in this kind are misleading. In the first place the decadence is too often assumed without sufficient enquiry. Investigation might and probably indeed would reveal an improvement in actual morals since the days of native *règime* and a consequent stimulus and strengthening of the moral sense. In the second place morals are too often confounded with manners and the old text "manners makyth man" is flaunted with complete ignorance of its meaning. Manners in the modern sense may be deteriorating, but this is a complaint not confined to Indian or Burmese youths, resulting as it does from the disintegration of ancient systems and time-worn ideals, as well as, be it remembered, from the elevation of classes in whose case 'manners' was once a synonym for abject servility. Born into a time of transition and upheaval it is useless for any of us to lament that things are not as our grandfathers found them. Lastly, it cannot be too strongly insisted that education is but one of the factors in the present complex situation and that therefore it is illogical and unpractical to heap upon it all the responsibility for existing evils.

6. As regards our schools the question of moral tone depends mainly upon their teachers, *videlicet*, upon the character of the teachers. It cannot be denied that in many cases (and that not only among the native Burmans) genuine strength of character is sadly to seek. In missionary schools this defect is often made good by the uprightness and forcefulness of their superintendents. In Government schools, where no such superintendence exists, the defect may (though by no means necessarily so) become more patent. The remedy in such cases would seem to be the importation of a class of master such as that described by Sir P. Leley, men whose native force of character and thorough educational training gained in a healthy moral atmosphere combine to exert a sound, ethical influence as well as to attract respect and cheerful obedience. From the reading and verbal exposition in school of moral text-books or even of "Scriptures" comes no solution of the problem. These things do good, but as adjuncts; without 'faith' and 'acts' they are merely vain. They do not reach the home life and practice and it is in these latter that the root of the difficulty is set. At present school influences can attempt but to counteract what is worst in those of the home: in some far-off day perhaps the two agencies will unite to co-operate.

CHAPTER XVI.

EDUCATIONAL CONFERENCES.

1. In the Central Circle Vernacular conferences were held at Prome and Rangoon. The former was attended by nearly 200 teachers, the latter (held at St. John's College) by over 250. Very few *pôngyis*, however, appeared at either. Contemporaneously with the Rangoon Vernacular conference was held a gathering of nearly 100 Anglo-Vernacular teachers on March 26th. Earlier in

the year, on January 3rd, another Vernacular conference was held at the Collegiate School, Rangoon, for which 18 teachers had prepared papers, though, it being only a one day's session, time was found for not more than 9 to read them. Even so, the result would seem to involve something of an educational plethora by the end of the sitting. The papers chiefly dealt with Kindergarten occupations and exercises; two on "Moral Education" and "Sanitation" are mentioned as specially effective by the Inspector, Eastern Circle, who presided.

2. In the Northern Circle a conference of Anglo-Vernacular teachers was held on January 10th and 11th at St. Joseph's Convent, Mandalay. Five papers were read before an audience of 142 teachers and managers. They included *inter alia* one by the Inspector, Northern Circle, on "The Teacher and his Profession" and another on "Co-operative Societies" read by the Reverend R. S. Fyffe at the instance of Mr. Fielding Hall, who supplied the information. The reading of the papers was followed by discussion. Vernacular conferences were also held at Mandalay and Mônywa in February and March. The former was combined with a display of school apparatus.

3. In the Western Circle one conference was held at Sandoway. It is reported to have been fairly well attended. In the Eastern Circle Vernacular conferences were held at the headquarters of all districts. The papers read were short and were followed by practical demonstrations. They were also conjoined with small exhibitions of school apparatus and specimens of pupils' work. Meetings of this kind seem to have been particularly stimulating. In the place of formal Anglo-Vernacular conferences the Inspector of Schools, Eastern Circle, reports that he has substituted gatherings held in connection with his own inspections, at which he comments upon the work done and invites free discussion. He finds them more effective than the mere reading of lengthy academic papers at formal conferences.

4. All the Inspectors agree as to the utility of these conferences, especially in the case of vernacular teachers (among whom a sense of solidarity is created and a commendable rivalry aroused) and when combined with practical demonstrations. Possibly in the future such gatherings may be supplemented by "educational excursions" in which not only teachers but normal students may take part.

CHAPTER XVII.

TEXT-BOOKS AND LIBRARIES.

1. The Editor, Vernacular School Text-books, reports that the printing of the 6th edition of the Burma Education Code and of the Third Standard Burmese Reader is now complete. Unfortunately the former issues still-born as in the present year the Code has to be entirely revised. Bates' "Kindergarten Guide" is being revised, and will shortly be in the printers' hands. The revision of Lee Warner's "Citizen of India" in Burmese is still progressing. The new Burmese edition of Bailey's "Oral Teaching" is stated to be detained in the press as the publishers have still a number of copies of the old edition in stock.

Other work done includes the examination of the quarterly Catalogue of Books, etc., forwarded by the Local Government, the examination of a book on Needlework by Mrs. Morat, Assistant Inspectress in Bengal, and duties connected with the Patambyan examination and the printing or translation of educational circulars and bill forms. A separate translation of Chapter II of the Code (hitherto omitted in the Burmese version) for distribution among vernacular officials has also been begun.

2. Mr. Lonsdale specially commends the work of Mr. Yeo Wun Sin, his Sub-editor, and adds that Maung Thaw, appointed 1st Assistant Translator in February 1905, has proved a capable officer. As regards Mr. Lonsdale himself Mr. Pope records a strong testimony to his valuable services in connection with the production of vernacular text-books in Burma.

3. Under libraries the item most deserving of notice is one referring to special contributions of Rs. 5,000 each from Government and the Educational Syndicate for the purchase of the *ex*-Kinwun Mingyi's library of manuscripts,

parabaiks and printed books, which were handed over to the Benard Free Library, Rangoon.

4. The Rangoon Teachers' Institute also possesses a library of nearly 3,000 volumes of which very good use is made by the members, who also have the advantage of a reading room supplied with 39 papers and magazines. The Young Men's Christian Association has a library of over 2,000 books, which in 1905 had increased by 750 volumes and smaller monthly increments are reported for the first three months of 1906.

RANGOON:
The 1st August 1906.

J. G. COVERNTON, M.A.,
Director of Public Instruction, Burma.

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GENERAL TABLE NO. I.—*Abstract Return of Colleges, Schools and Scholars in Burma for the official year* 1905-06—(Chap. II, Para. 5).

(For details see General Table No. III.)

Total area in square miles.	Area and Population.		Institutions and Scholars.		Public Institutions.						
					Collegiate Education.		School Education—General.		School Education—Special.		
	Number of Towns and Villages.	Population.			Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.
1	2	3	4		5	6	7	8	9	10	11
219,894	Towns 52	Males 5,335,484	Institutions for	Males ..	2	...	443	4,709	8	251	5,413
				Females	...	...	63	440	4	12	519
	Villages 60,131	Females 5,142,024		Total ...	2	...	506	5,149	12	263	5,932
	Total 60,183	Total 10,477,508	Scholars	Males...	181	...	37,562	121,369	437	1,683	161,232
				Females	7	...	9,692	42,816	181	354	53,050
					188	...	47,254	164,185	618	2,037	214,282

Total area in square miles.	Area and Population.		Institutions and Scholars.		Private Institutions.		Grand Total.	Percentage of	Remarks.
	Number of Towns and Villages.	Population.			Advanced.	Elementary.			
1	2	3	4		12	13	14	15	16
219,894	Towns 52	Males 5,335,484	Institutions for	Males ..	...	14,967	20,380	Institutions to number of towns and villages 34·89.	
				Females	...	97	616		
	Villages 60,131	Females 5,142,024		Total ...	...	15,064	20,996		
	Total 60,183	Total 10,477,508	Scholars	Males...	...	166,077	327,309	Male scholars to male population of school-going age, 40·9.	
				Females	...	4,855	57,905	Female scholars to female population of school-going age, 7·51.	
					...	170,932	385,214		

GENERAL TABLE II.—*Abstract Return of Expenditure on Public Instruction*
(For details see

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.					
	COLLEGIATE EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.	
	Arts Colleges.	Professional Colleges.	Secondary schools;	Primary schools.	Training schools.	All other special schools.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions for Males	69,457	...	10,00,641	4,90,252	85,750	56,913
Females	...	...	1,88,618	70,326	8,093	15,218
Total ...	69,457	...	11,89,259	5,60,578	93,843	72,131
2. (*a*) Percentage of Provincial expenditure included in columns 2-17 to total Provincial expenditure on Public Instruction.	2·37	...	21·90	16·16	6·36	3·89
(*b*) Percentage of Local Fund expenditure included in columns 2-17 to total Local Fund expenditure on Public Instruction.	...	...	16·59	80·41	...	...
(*c*) Percentage of Municipal expenditure included in columns 2-17 to total Municipal expenditure on Public Instruction.	...	...	65·34	22·57	...	...
(*d*) Percentage of total expenditure in columns 2-17 to total expenditure on Public Instruction.	2·12	...	36·29	17·11	2·86	2·20
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in—						
Government institutions. Cost to Provincial revenues.	166 8 9	...	41 0 1	10 15 10	194 2 3	166 11 7
Cost to Local and Municipal Funds.	...	...	...	...	...	...
Total cost ...	256 6 1	...	66 14 6	10 15 10	194 7 6	188 13 9
Local Funds schools. Cost to Provincial revenues.	...	...	...	...	...	...
Cost to Local Funds ...	...	...	...	...	...	...
Total cost ...	...	...	...	...	...	...
Municipal schools. Cost to Provincial revenues.	...	...	20 1 2	9 4 2	...	...
Cost to Municipal Funds	...	...	4 10 5	17 3 0	...	...
Total cost ...	...	...	49 4 5	42 6 11	...	...
Institutions in Native States. Cost to Native States' revenues.	...	...	...	...	...	...
Cost to Local and Municipal Funds.	...	...	...	...	...	...
Total cost ...	...	...	...	...	...	...
Aided institutions. Cost to Provincial revenues.	114 4 7	...	3 9 1	1 5 7	104 12 1	10 5 5
Cost to Local and Municipal Funds.	...	...	6 1 8	1 11 11	...	...
Total cost ...	1,024 7 7	...	21 2 2	3 5 7	121 11 4	17 2 5
Unaided Institutions, Total cost ...	...	...	...	...	...	...
All institutions .. Cost to Provincial revenues.	161 4 4	...	6 10 6	1 6 3	158 14 9	27 5 8
Cost to Local and Municipal Funds.	...	...	5 11 2	1 12 0	...	...
Total cost ...	333 14 10	...	25 8 6	3 6 7	165 12 10	35 13 4

in Burma for the official year 1905-06. (Chap. II, Paras. 7 and 8, and Chap. III, Para. 9.)
General Table IV.)

Total.	Total indirect expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
17,03,013 2,82,255	...	61,104	2,50,825	30,908	4,26,434	18,100	5,04,252	12,91,623	32,76,891	
19,85,268	...	61,104	2,50,825	30,908	4,26,434	18,100	5,04,252	12,91,623	32,76,891	
50·68	...	4·32	17·63	2·16	19·69	·73	4·79	49·32	100	
97·00	...	...	...	...	...	·55	2·45	3·00	100	
87·91	...	...	·38	...	6·72	·84	4·15	12·09	100	
60·58	...	1·87	7·66	·94	13·01	·55	15·39	39·42	100	

Rs.	A.	P.
65	1	9
...		
87	6	0
...		
...		
...		
19,	10	3
5	2	6
49	0	0
...		
...		
...		
1	15	10
2	9	5
7	3	5
...		
3	5	9
2	9	5
9	4	9

Percentage of Provincial expenditure included in column 17 to total expenditure on Public Instruction	43·19
Percentage of Local Fund expenditure included in column 17 to total expenditure on Public Instruction	8·01
Percentage of Municipal expenditure included in column 17 to total expenditure on Public Instruction	10·36
Percentage of expenditure from fees included in column 17 to total expenditure on Public Instruction	25·45
Percentage of expenditure from all other sources included in column 17 to total expenditure on Public Instruction.	12·99
	100·00

GENERAL TABLE NO III.—*Return of Colleges, Schools, and Scholars in Burma for the official year* Para. 2; Chap. VII, Para. 2, Chap. VIII, Paras. 1 and 2; Chap. IX, Paras. 1, 2 and 4;

LIBRARY SOCIETY

Class of Institutions.	PUBLIC							
	UNDER PUBLIC							
	Managed by Government.				*Managed by District or Municipal Boards.*			
	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
COLLEGIATE EDUCATION. — English	1	167	187	161	...	...	...	...
COLLEGIATE EDUCATION. — Oriental	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
COLLEGIATE EDUCATION. — Law	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. — Medicine	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. — Engineering	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. — Teaching	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. — Agriculture	...	...	...	...	...	...	...	...
Total	1	167	187	161	...	...	...	...
Secondary Schools.								
SCHOOL EDUCATION—GENERAL. — For boys — High schools	*6	1,461	1,558	1,371	3	1,309	1,255	1,079
SCHOOL EDUCATION—GENERAL. — For boys — Middle schools — English	4	353	338	290	14	3,515	2,417	2,075
SCHOOL EDUCATION—GENERAL. — For boys — Middle schools — Vernacular	3	323	323	323	...	...	...	...
SCHOOL EDUCATION—GENERAL. — For girls — High schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL. — For girls — Middle schools — English	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL. — For girls — Middle schools — Vernacular	...	...	...	...	...	...	...	...
Total	13	2,137	2,219	1,984	17	3,824	3,672	3,154
Primary Schools.								
SCHOOL EDUCATION—GENERAL. — For boys	5	448	448	448	3	182	154	131
SCHOOL EDUCATION—GENERAL. — For girls	4	143	143	143	...	...	...	...
Total	9	591	591	591	3	182	154	131
Schools for Special Instruction.								
SCHOOL EDUCATION—SPECIAL. — Training schools for Masters	5	366	343	310	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Training schools for Mistresses	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Schools of Art	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Law schools	1	19	20	19	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Medical schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Engineering and Surveying schools	2	93	90	81	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Technical and Industrial schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Commercial schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Agricultural schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Reformatory schools	1	75	75	73	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Other schools	2	37	34	26	...	...	...	...
Total	11	590	562	509	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	34	3,485	3,559	3,245	20	4,006	3,826	3,285

* Includes one Government Vernacular High School with an attendance of 155.

1905-06—(Chap. II, Paras. 1-3, 5 and 6; Chap. IV, Paras. 1, 3 and 5; Chap. V, Paras. 1, 3 and 4; Chap. VI, Chap. X, Paras. 2 and 3; Chap. XI, Para 2; and Chap. XIII, Para 1.)

INSTITUTION.

Management.				Under Private Management.							
Maintained by Native States.				*Aided by Government, or by District or Municipal Boards.*				*Unaided.*			
Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	1	21	21	20	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...		...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	21	21	20	...	...	...	...
...	...	...	...	†14	5,016	4,895	4,415	...	...	...	...
...	...	...	...	46	8,143	7,816	6,541	...	...	...	...
...	...	...	...	353	22,361	2,361	22,361	...	...	...	...
...	...	...	...	7	1,411	1,364	1,171	...	...	..	...
...	...	...	...	15	1,505	1,390	1,177	...	...	...	...
...	...	...	...	41	2,857	2,857	2,857	...	...	...	...
...	...	...	...	476	41,293	40,683	38,522	...	...	...	...
...	...	...	...	4,701	1,48,979	1,49,055	1,48,789	...	...	...	...
...	...	...	...	436	14,433	14,410	14,379	...	...	...	...
...	..	...	...	5,137	1,63,412	1,63,465	1,63,168	...	..	...	...
...	...	...	...	3	151	134	128	...	...	...	...
...	...	...	...	4	101	89	86	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3	135	124	97	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	254	1,678	1,670	1,575	...	...	...	...
...	...	...	...	264	2,065	2,017	1,886	...	...	...	...
...	...	...	...	5,878	2,06,791	2,06,186	2,03,596	...	...	...	...

† Includes five Vernacular High Schools with an attendance 705.

GENERAL TABLE NO. III.—*Return of Colleges, Schools and Scholars*

	Class of Institutions.	Grand total of Public Institutions.	Grand total of scholars on the 31st March.	Number of scholars on 31st March learning		
				English.	A classical language.	A vernacular language.
	1	22	23	24	25	26
	Arts Colleges.					
Collegiate Education.	English	2	188	188	24	...
	Oriental	..	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law	...	...	...	...	...
	Medicine	...	...	...	...	...
	Engineering	...	...	...	...	...
	Teaching	...	...	...	...	...
	Agriculture	...	...	...	...	...
	Total	2	188	188	24	...
	Secondary Schools.					
School Education—General.	For boys — High schools	23	7,786	6,926	731	7,477
	For boys — Middle school — English	64	11,011	11,011	1,667	9,446
	For boys — Middle school — Vernacular	356	22,684	...	10,449	22,684
	For girls — High schools	7	1,411	1,411	275	865
	For girls — Middle schools — English	15	1,505	1,505	206	1,201
	For girls — Middle schools — Vernacular	41	2,857	...	706	2,857
	Total	506	47,254	20,853	14,034	44,530
	Primary Schools.					
	For boys	4,709	149,609	1,879	60,906	145,642
	For girls	440	14,576	511	4,724	14,434
	Total	5,149	164,185	2,390	65,630	160,076
	Schools for Special Instruction.					
School Education—Special.	Training schools for Masters	8	517	299	37	289
	Training schools for Mistresses	4	101	35	...	88
	Schools of art	...	...	...	...	...
	Law schools	1	19	...	...	...
	Medical schools	...	...	...	...	...
	Engineering and Surveying schools	2	93	54	...	...
	Technical and Industrial schools	3	135	75	4	46
	Commercial schools	..	...	...	...	...
	Agricultural schools	...	...	...	...	...
	Reformatory schools	1	75	...	...	75
	Other schools	256	1,715	449	1,216	243
	Total	275	2,655	912	1,257	741
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	5,932	214,282	24,343	80,945	205,347
Private Institutions ...	1. Advanced teaching:— (a) Arabic or Persian	...	...	...	...	...
	(b) Sanskrit	...	...	...	...	...
	(c) Any other Oriental classic	...	...	...	...	...
	2. Elementary—teaching a Vernacular only or mainly. For boys	14,726	1,64,423	...	89,322	1,64,388
	2. Elementary—teaching a Vernacular only or mainly. For girls	96	1,528	...	678	1,528
	3 Elementary—teaching the Koran. For boys	232	4,567	...	4,567	...
	3 Elementary—teaching the Koran. For girls	1	40	...	40	...
	4. Other schools not conforming to Departmental Standards. For boys	9	374	281	288	86
	4. Other schools not conforming to Departmental Standards. For girls	...	...	...	..	...
	Total	15,064	170,932	281	94,895	166,002
	GRAND TOTAL	20,996	385,214	24,624	175,840	371,349

in Burma for the official year 1905-06—concluded.

Classification of Scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	*Hindus.*		Mahommedans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
16	19	...	14	6	132	...	1	7	...
...	...	...	..	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...
16	19	...	14	6	132	...	1	7	...
1,021	940	7	156	479	5,160	18	5	323	...
164	2,456	31	1,158	853	6,339	3	7	871	...
2	1,266	4	24	501	20,887	...	...	4,634	...
1,061	70	...	5	6	241	8	20	...	343
768	291	...	7	31	405	...	3	...	468
1	589	...	27	99	2,141	...	...	...	1,098
3,017	5,612	42	1,377	1,969	35,173	29	35	5,828	1,909
77	8,899	32	1,645	4,503	134,372	...	81	33,176	...
81	834	3	70	162	13,421	3	2	...	4,936
158	9,733	35	1,715	4,665	147,793	3	83	33,176	4,936
37	168	2	6	12	290	2	...	80	...
7	81	...	...	...	13	...	...	...	...
...	...	...	...	...	...	...	...	...	...
7	...	1	6	...	5	...	...	...	...
...	...	...	...	...	...	...	...	...	...
28	9	7	14	2	33	...	...	...	...
30	95	...	...	...	10	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	5	5	65	...	...	...	...
257	100	1	38	21	1,288	...	10	102	170
366	453	11	69	40	1,704	2	10	182	170
3,557	15,817	88	3,175	6,680	184,802	34	129	39,193	7,015
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	929	...	3	13	163,473	...	5	2,702	...
...	9	...	...	1	1,518	...	...	...	497
...	...	..	...	4,567	...	...	...	1,084	...
...	...	...	...	40	...	...	...	...	10
2	...	...	74	4	294	...	...	8	...
...	...	...	...	...	...	...	...	...	...
2	938	..	77	4,625	165,285	...	5	3,794	507
3,559	16,755	88	3,252	11,305	350,087	34	134	42,987	7,522

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March classified according to sex, race or creed*—(Chap. IX, Para. 3).

		NUMBER OF SCHOLARS ON 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.							
		Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1		2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.									
Arts Colleges.									
English	Male	12	16	...	14	6	132	...	1
	Female	4	3	...	...	...	...	...	...
Oriental	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law	Male	...	...	...	...	...	...	..	...
	Female	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	..	...
	Female	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	...	...
	Female	..	...	...	...	...	...	...	...
Teaching	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
	Total	16	19	..	14	6	132	...	1
SCHOOL EDUCATION—GENERAL.									
Secondary Schools.									
For Boys—									
High	Male	1,011	766	7	156	477	5,023	18	5
	Female	10	174	...	...	2	137	...	...
Middle Schools—									
English	Male	121	1,837	31	1,109	847	6,190	2	3
	Female	43	619	...	49	6	149	1	4
Vernacular	Male	2	931	4	22	389	16,702	...	...
	Female	...	335	...	2	112	4,185	...	...
For Girls—									
High	Male	211	5	...	2	4	116	2	3
	Female	850	65	...	3	2	125	6	17
Middle Schools—									
English	Male	270	26	...	5	15	151	...	1
	Female	498	265	...	2	16	254	...	2
Vernacular	Male	1	24	...	12	57	1,004	...	...
	Female	...	565	...	15	42	1,137	...	...
	Total	3,017	5,612	42	1,377	1,969	35,173	29	35
Primary Schools.									
For Boys	Male	53	5,261	26	1,430	3,730	105,873	...	60
	Female	24	3,638	6	215	773	28,499	...	21
For Girls	Male	31	267	3	8	86	4,537	2	2
	Female	50	567	...	62	76	8,884	1	...
	Total	158	9,733	35	1,715	4,665	147,793	3	83
SCHOOL EDUCATION—SPECIAL.									
Schools for Special Instruction.									
Training Schools	Male	8	160	2	6	12	247	2	...
	Female	36	89	...	...	...	56	...	...
	Carried over	44	249	2	6	12	303	2	...

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March classified according to sex, race or creed*—concluded.

	NUMBER OF SCHOLARS ON 31st March, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.							
	Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1	2	3	4	5	6	7	8	9
Brought forward ...	44	249	2	6	12	303	2	...
Schools for Special Instruction—concluded.								
Schools of Arts ... Male	...	...	...	...	...	...	...	...
Schools of Arts ... Female	...	...	...	...	...	...	...	...
Law Schools ... Male	7	...	1	6	...	5	...	...
Law Schools ... Female	...	...	...	...	...	...	...	...
Medical Schools ... Male	...	...	...	...	...	...	...	...
Medical Schools ... Female	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Male	28	9	7	14	2	33	...	...
Engineering and Surveying Schools. Female	...	...	...	...	...	...	...	...
Industrial Schools ... Male	...	60	..	...	...	...	...	...
Industrial Schools ... Female	30	35	...	...	...	10	...	...
Reformatory Schools ... Male	...	...	..	5	5	65	...	...
Reformatory Schools ... Female	...	...	...	...	....	...	..	...
Other Schools ... Male	133	40	...	17	18	1,226	...	2
Other Schools ... Female	124	60	1	21	3	62	...	8
Total ...	366	453	11	69	40	1,704	2	10
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	3,557	15,817	88	3,175	6,680	1,84,802	34	129
Private Institutions.								
(1) Advanced teaching—								
(*a*) Arabic or Persian Male	...	...	...	...	...	...	...	...
(*a*) Arabic or Persian Female	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... Male	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... Female	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classic. Male	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classic. Female	...	...	...	...	...	...	...	...
(2) Elementary, teaching a Vernacular only or mainly—								
For Boys ... Male	...	541	...	3	10	161,162	...	5
For Boys ... Female	...	388	...	...	3	2,311	...	...
For Girls ... Male	...	1	...	...	1	495	...	...
For Girls ... Female	...	8	...	...	..	1,023	...	...
(3) Elementary, teaching the Koran only—								
For Boys ... Male	...	...	...	...	3,483	...	...	...
For Boys ... Female	...	...	...	...	1,084	...	...	...
For Girls ... Male	...	...	...	...	10	...	...	...
For Girls ... Female	...	...	...	...	30	...	...	...
Other schools not conforming to Departmental Standards—								
For Boys ... Male	2	..	...	66	4	294	...	...
For Boys ... Female	...	...	...	8	...	...	...	...
For Girls ... Male	...	...	...	...	...	...	...	...
For Girls ... Female	...	...	...	...	...	...	...	...
Total Private Institutions ...	2	938	...	77	4,625	165,285	...	5
GRAND TOTAL ...	3,559	16,755	88	3,252	11,305	350,087	34	134

GENERAL TABLE NO. IV.—*Return of the Expenditure on Public Instruction in Burma for the official* Para. 8; Chap. VI, Paras. 7 and 8; Chap. VII,

Objects of Expenditure.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*							
English	31,144	...	...	16,799	...	...	47,943
Oriental	..	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	..	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	..
Total	31,144	...	...	16,799	...	...	47,943
SCHOOL EDUCATION—GENERAL. *Secondary Schools.*							
For boys — High Schools	63,769	...	...	51,807	...	...	1,15,576
For boys — Middle Schools — English	25,938	...	...	5,669	...	...	31,607
For boys — Middle Schools — Vernacular	1,278	...	...	...	...	...	1,278
For girls — High Schools	...	...	...	...	...	...	...
For girls — Middle Schools — English	...	...	...	...	...	...	...
For girls — Middle Schools — Vernacular	...	...	...	...	...	...	...
Total	90,985	...	...	57,476	...	...	1,48,461
Primary Schools.							
For boys	3,937	...	...	...	...	...	3,937
For girls	2,559	...	...	...	...	...	2,559
Total	6,496	...	...	...	...	...	6,496
Schools for Special Instruction.							
SCHOOL EDUCATION—SPECIAL. Training Schools for Masters	66,590	...	...	112	...	...	66,702
Training Schools for Mistresses	..	...	...	...	...	...	...
Schools of Arts	...	...	...	...	...	...	...
Law Schools	3,263	...	...	2,737	...	...	6,000
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	13,197	...	...	1,961	...	...	15,158
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	18,969	...	...	...	...	...	18,969
Other Schools	1,084	...	...	149	...	...	1,233
Total	1,03,103	...	...	4,959	...	...	1,08,062
Buildings	(*g*)1,27,290	...	...	...	...	...	1,27,290
Furniture and apparatus (special grants only)	...	...	..	...	...	...	...
Total	1,27,290	...	...	...	...	...	1,27,290
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	3,59,018	...	...	79,234	...	...	4,38,252

(*g*) Exclusive of Expenditure on

year 1905-06—(Chap. II, Paras. 7, 8 and 9; Chap. III, Para. 9; Chap. IV, Paras. 4, 6 and 12; Chap. V, Para. 8; Chap. VIII, Para. 11, and Chap. IX, Para. 6).

INSTRUCTION.

MANAGEMENT.

Managed by District or Municipal Boards.							*Managed by Native States.*						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native States' revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. IV.—*Return of the Expenditure on Public*

Objects of Expenditure.	PUBLIC						
	UNDER PRIVATE						
	Aided by Government or by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and others sources.	Total.
1	23	24	25	26	27	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*							
English	2,400	...	...	438	...	18,676	21,514
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total	2,400	...	...	438	...	18,676	21,514
SCHOOL EDUCATION — GENERAL. *Secondary Schools.*							
For boys — High Schools	17,710	1,597	52,797	1,07,614	16,308	35,875	2,31,901
For boys — Middle Schools — English	55,803	502	69,862	1,42,010	12,069	49,087	3,29,333
For boys — Middle Schools — Vernacular	38,761	37,721	33,519	...	...	...	1,10,001
For girls — High Schools	14,417	...	19,704	39,655	100	18,747	92,623
For girls — Middle Schools — Eng'ish	8,617	1,352	19,577	31,816	2,733	10,363	74,458
For girls — Middle Schools — Vernacular	9,927	2,364	9,246	...	...	...	21,537
Total	1,45,235	43,536	2,04,705	3,21,095	31,210	1,14,072	8,59,853
Primary Schools.							
For boys	1,93,886	1,95,003	59,173	24,870	1,143	5,705	4,79,780
For girls	26,944	16,042	14,790	8,181	1,490	320	67,767
Total	2,20,830	2,11,045	73,963	33,051	2,633	6,025	5,47,547
SCHOOL EDUCATION — SPECIAL. *Schools for Special Instruction.*							
Training Schools for Masters	15,267	...	...	...	960	2,821	19,048
Training Schools for Mistresses	8,093	...	...	...	...	...	8,093
Schools of Arts	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	1,239	...	...	...	...	...	1,239
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	17,312	...	...	7,725	1,262	3,233	29,532
Total	41,911	...	...	7,725	2,222	6,054	57,912
Buildings	1,49,227	...	22,800	...	...	1,25,027	2,97,054
Furniture and apparatus (special grants only)	10,301	1,450	2,843	...	...	3,506	18,100
Total	1,59,528	1,450	25,643	...	...	1,28,533	3,15,154
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	5,69,904	2,56,031	3,04,311	3,62,309	36,065	2,73,360	18,01,980

(*a*) Exclusive of expenditure on Survey Schools. (*b*) Rs. 166 represent the cost of the American Baptist Mission Bghai- represent the cost of the Baptist College, Rangoon; St. John's College, Rangoon; American Baptist Mission Tamil and Telugu American Baptist Mission Burmese School, Bassein; Mizpah Hall School, Moulmein; Government High School, Moulmein; attached to Girls' Schools and Pâli Schools. (*h*) Exclusive of Survey Scholarships. (*i*) Includes expenditure on Hostels and

Instruction in Burma for the official year 1905-06—concluded.

INSTRUCTION.										
MANAGEMENT,				TOTAL EXPENDITURE FROM						
Unaided.								*All other sources.*		
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Private.	Public.	Total.
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	33,544	...	...	17,237	18,676	...	69,457
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	33,544	...	...	17,237	18,676	...	69,457
...	...	...	...	1,06,144	1,597	55,625	1,93,457	52,183	...	4,09,006
...	...	...	...	1,30,791	502	84,110	2,03,797	61,156	...	4,80,356
...	...	...	...	40,039	37,721	33,519	...	...	...	1,11,279
...	...	...	...	14,417	...	19,704	39,655	18,847	...	92,623
...	...	...	...	8,617	1,352	19,577	31,816	13,096	...	74,458
...	...	...	...	9,927	2,304	9,246	...	...	...	21,537
...	...	...	...	3,09,935	43,536	2,21,781	4,68,725	1,45,282	...	11,89,259
...	...	...	...	1,99,249	1,95,003	61,820	27,332	6,848	...	4,90,252
...	...	...	...	29,503	16,042	14,790	8,181	1,810	...	70,326
...	...	...	...	2,28,752	2,11,045	76,610	35,513	8,658	...	5,60,578
...	...	...	...	81,857	...	...	112	3,781	...	85,750
...	...	...	...	8,093	...	...	...	...	...	8,093
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3,263	...	...	2,737	...	...	6,000
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(*a*) 13,197	...	...	1,961	...	...	15,158
...	...	...	...	1,239	...	...	...	...	...	(*b*) 1,239
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	18,969	...	...	...	...	...	18,969
...	...	...	...	(*c*) 18,396	...	...	(*d*) 7,874	(*e*) 4,495	...	(*f*) 30,765
...	...	...	...	1,45,014	...	...	12,684	8,276	...	1,65,974
...	...	...	...	2,78,607	...	22,800	...	1,25,027	...	4,26,434
...	...	...	...	10,301	1,450	2,843	...	3,506	...	18,100
...	...	...	...	2,88,908	1,450	25,643	...	1,28,533	...	4,44,534
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	61,104	...	...	...	...	...	61,104
...	...	...	...	2,49,542	...	1,283	...	...	...	2,50,825
...	...	...	...	6,818	...	...	...	80	...	6,898
...	...	...	...	15,392	...	...	...	...	...	15,392
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	6,630	...	...	...	...	...	6,630
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(*h*) 1,730	..	...	..	258	...	1,988
...	...	...	...	(*i*) 67,858	6,442	14,091	2,99,937	1,15,924	...	5,04,252
...	...	...	...	4,09,074	6,442	15,374	2,99,937	1,16,262	...	8,47,089
...	...	...	...	14,15,227	2,62,473	3,39,408	8,34,096	4,25,687	...	32,76,891

Karen School, Toungoo; the balance is the cost of Girls' schools. (*c*) Rs. 4,724. (*d*) Rs. 1,819. (*e*) Rs. 3,452. (*f*) Rs. 9,995 School, Rangoon; American Baptist Mission Karen School, Tharrawaddy; American Baptist Mission Pwo-Karen School, Bassein; and Government Normal School, Mandalay. The balance under each head is the cost of Kindergarten Departments Boarding-Houses.

GENERAL TABLE V.—*Return of stages of Instruction of Pupils in Public Schools for General Edu-*
Para. 5, and Chap.

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage) but have not passed the Matriculation Examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Primary stage, but have not passed beyond the Lower Secondary Middle stage.		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For boys	Government	English	9	1,659	263	6	269	537	...	537
		Vernacular	4	478	2	...	2	30	1	31
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	17	3,824	95	...	95	1,021	...	1,021
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	55	12,454	476	13	489	3,200	163	3,363
		Vernacular	358	23,066	21	...	21	2,471	100	2,571
	Unaided	English	..	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
Total			443	41,481	857	19	876	7,259	264	7,523
For girls	Government	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	22	2,916	4	95	99	54	501	555
		Vernacular	41	2,857	...	...	...	73	149	222
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
Total			63	5,773	4	95	99	127	650	777
Total Seconday Schools			506	47,254	861	114	975	7,386	914	8,300
PRIMARY SCHOOLS.										
For boys	Government		5	448	...	...	...	...	...	...
	District Board		...	...	...	...	...	...	...	...
	Municipal		3	182	...	...	...	...	...	...
	Native states		...	...	...	...	...	...	...	...
	Aided		4,701	1,48,979	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
Total			4,709	1,49,609	...	...	...	...	...	...
For girls	Government		4	143	...	...	...	...	...	...
	District Board		...	...	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		436	14,433	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
Total			440	14,576	...	...	...	...	...	...
Total Primary Schools			5,149	1,64,185	...	...	...	...	...	...
GRAND TOTAL			5,655	2,11,439	861	114	975	7,386	914	8,300

cation in Burma for the official year 1905-06—(Chap. II, Para. 5; Chap. V, Paras. 3 and 4; Chap. VI, IX, Paras. 2 and 4).

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						Total.		
Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			*Not reading printed books.*					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
416	1	417	423	13	436	...	...	...	1,639	20	1,659
68	14	82	249	114	363	...	...	...	349	129	478
...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...
1,108	7	1,115	1,571	22	1,593	..	...	...	3,795	29	3,824
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
3,369	294	3,663	4,394	545	4,939	...	...	...	11,439	1,015	12,454
4,514	624	5,138	11,425	3,911	15,336	...	...	...	18,431	4,635	23,066
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
9,475	940	10,415	18,062	4,605	22,667	...	...	...	35,653	5,828	41,481
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	....	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
169	534	703	584	975	1,559	...	...	...	811	2,105	2,916
187	307	494	838	1,303	2,141	...	...	...	1,098	1,759	2,857
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
356	841	1,197	1,422	2,278	3,700	...	...	...	1,909	3,864	5,773
9,831	1,781	11,612	19,484	6,883	26,367	...	...	...	37,562	9,692	47,254
46	12	58	290	100	390	...	...	...	336	112	448
...	...	...	...	...	...	...	...	...	...	...	...
58	...	58	124	...	124	...	...	...	182	...	182
...	...	..	...	...	...	...	...	...	...	...	...
12,386	2,229	14 615	1,03,529	30,835	134,364	...	...	...	115,915	33,064	148,979
...	...	...	...	...	...	...	...	...	...	...	...
12,490	2,241	14,731	103,943	30,935	134,878	...	...	...	116,433	33,176	149,609
...	7	7	...	136	136	...	...	...	...	143	143
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
533	703	1,236	4,403	8,794	13,197	...	...	...	4,936	9,497	14,433
...	...	...	...	...	...	...	...	...	...	...	...
533	710	1,243	4,403	8,930	13,333	...	...	...	4,936	9,640	14,576
13,023	2,951	15,974	108,346	39,865	148,211	...	...	...	121,369	42,816	164,185
22,854	4,732	27,586	127,830	46,748	174,578	...	...	...	158,931	52,508	211,439

GENERAL TABLE NO. VI.—*Return showing the results of prescribed examinations in Burma during* Chap. X,

Nature of Examination.	Number of Institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES—									
1. Master of Arts	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts	...	...	...	...	...	...	...	...	...
3. B.Sc.	...	...	...	...	...	...	...	...	...
4. First B. A.	1	...	...	1	18	...	...	...	18
4. First B.Sc.	...	...	...	...	...	...	...	...	...
4. First Arts	1	1	...	2	68	8	...	...	76
4. Previous examination	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES—									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...
3. Honours in Arabic	...	...	...	...	...	...	...	...	...
3. Honours in Persian	...	...	...	...	...	...	...	...	...
3. Honours in Urdu	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
4. High Proficiency in Arabic	...	...	...	...	...	...	...	...	...
4. High Proficiency in Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Urdu	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
5. Proficiency in Arabic	...	...	...	...	...	...	...	...	...
5. Proficiency in Persian	...	...	...	...	...	...	...	...	...
5. Proficiency in Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—									
Law—									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	...	...	...	...	...	...	...	...
Medicine—									
1. M.D.	...	...	...	...	...	...	...	...	...
2. M.B.	...	...	...	...	...	...	...	...	...
3. L.M.S.	...	...	...	...	...	...	...	...	...
4. First M.B.	...	...	...	...	...	...	...	...	...
4. First L.M.S.	...	...	...	...	...	...	...	...	...
Engineering—									
1. M.C.E.	...	...	...	...	...	...	...	...	...
2. B.C.E.	...	...	...	...	...	...	...	...	...
3. L.C.E.	...	...	...	...	...	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	19	776	...	795	29	937	...	69	1,035
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Schools for General Education—									
1. Matriculation	For Boys	...	8	9	...	17	127	155	31	6	319
1. Matriculation	For Girls	...	...	7	...	7	...	28	...	...	28
2. High School Examination for Europeans.	For Boys	...	...	...	...	...	...	...	...	...	...
2. High School Examination for Europeans.	For Girls	...	...	...	...	...	...	...	...	...	...
3. Middle English Examination	For Boys	...	24	55	...	79	1,103	2,423	1	11	3,538
3. Middle English Examination	For Girls	...	...	21	...	21	...	397	...	...	397
4. Middle Vernacular Examination	For Boys	...	2	347	...	349	26	2,377	742	370	3,515
4. Middle Vernacular Examination	For Girls	...	...	36	...	36	...	202	...	...	202
5. Upper Primary Examination	For Boys	...	33	2,383	...	2,416	1,389	20,828	51	...	22,268
5. Upper Primary Examination	For Girls	...	2	258	...	260	8	2,134	...	...	2,142
6. Lower Primary Examination	For Boys	...	34	4,800	...	4,834	1,944	1,02,369	9	...	1,04,322
6. Lower Primary Examination	For Girls	...	3	477	...	480	89	11,714	...	...	11,803
7. Public Service Certificate Examination.	English	...	...	...	...	...	...	...	...	12	12
7. Public Service Certificate Examination.	Vernacular	...	...	...	...	...	...	...	...	...	...
Schools for Special Education—									
1. Training School Examination for Masters.	Upper	...	7	5	...	12	92	39	...	...	131
1. Training School Examination for Masters.	Lower	...	4	1	...	5	53	27	...	...	80
2. Training School Examination for Mistresses.	Upper	...	...	3	...	3	...	14	...	...	14
2. Training School Examination for Mistresses.	Lower	...	...	4	...	4	...	30	...	...	30
School of Art Examination	...	...	...	...	...	...	...	...	...	...	...
Vernacular Medical Examination	...	...	...	...	...	...	...	...	...	...	...
Examination in Engineering	...	...	1	...	...	1	47	...	...	...	47
Examination in Surveying	...	...	...	...	...	...	...	...	...	...	...
Industrial School Examination	...	...	...	...	...	...	...	...	...	...	...
Commercial School Examination	...	...	...	...	...	...	...	...	...	...	...
Agricultural School Examination	...	...	...	...	...	...	...	...	...	...	...
Sanskrit Title Examination	...	...	...	...	...	...	...	...	...	...	...
Madrassa Central Examination	...	...	...	...	...	...	...	...	...	...	...
Other Schools Examination	...	...	...	...	...	...	...	...	...	...	...

(*a*) Includes 6 Secondary grade candidates
(*b*) Includes 3 Secondary grade candidates
(*c*) Includes 7 Secondary grade candidates
* Includes 3 Higher grade candidates

the official year 1905-06—(Chap. IV, Paras. 1 and 3; Chap. V, Paras. 6 and 7; Chap. VI, Para. 6; and Para. 5).

Number passed.					Race or creed of passed scholars.							
							Hindus.					
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	4	...	...	...	...	1	3	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
11	2	...	...	13	5	3	...	2	...	3	...	...
...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO VII.—*Return showing the distribution of Local Fund and*

Objects of expenditure.				EXPENDITURE — In Institu-			
				Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1				2	3	4	5
	Arts Colleges.						
COLLEGIATE EDUCATION.	English		...	...	...	...	...
	Oriental		...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law		...	...	...	...	...
	Medicine		...	...	...	...	...
	Engineering		...	...	...	...	...
	Teaching		...	...	...	...	...
	Agriculture		...	...	...	...	...
		Total	...	...	...	...	...
	Secondary Schools.						
SCHOOL EDUCATION —GENERAL.	For boys... High schools		...	...	...	...	...
	For boys... Middle schools	English	...	...	...	...	...
		Vernacular	...	...	...	...	...
	For girls... High schools		...	...	...	...	...
	For girls... Middle schools	English	...	...	...	...	...
		Vernacular	...	...	...	...	...
		Total	...	...	...	...	...
	Primary Schools.						
	For boys		...	...	...	...	...
	For girls		...	...	...	...	...
		Total	...	...	...	...	...
	Schools for Special Instruction.						
SCHOOL EDUCATION —SPECIAL.	Training schools for Masters		...	...	...	...	...
	Training schools for Mistresses		...	...	...	...	...
	Schools of Art		...	...	...	...	...
	Law Schools		...	...	...	...	...
	Medical Schools		...	...	...	...	...
	Engineering and Surveying schools		...	...	...	...	...
	Technical and Industrial schools		...	...	...	...	...
	Commercial Schools		...	...	...	...	...
	Agricultural schools		...	...	...	...	...
	Other schools	Professional schools	...	...	...	...	...
		Miscellaneous	...	...	...	...	...
		Total	...	...	...	...	...
Inspection.			...	...	...	...	...
SCHOLARSHIPS HELD IN	Arts Colleges		...	...	...	...	...
	Medical Colleges		...	...	...	...	...
	Other Professional Colleges		...	...	...	...	...
	Secondary schools		...	...	...	...	...
	Primary schools		...	...	...	...	...
	Medical schools		...	...	...	...	...
	Technical and Industrial schools		...	...	...	...	...
	Other special schools		...	...	...	...	...
Buildings			...	...	...	...	...
Furniture and Apparatus (special grants only)			...	...	...	...	...
Miscellaneous			...	...	...	...	...
		Total	...	...	...	...	...
		GRAND TOTAL	...	...	...	...	...

Municipal Expenditure on Public Instruction in Burma for the official year 1905-06.

OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.										
TIONS MANAGED BY DISTRICT BOARDS.							IN INSTITUTIONS MANAGED BY			
Provincial revenues.	District funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	Total district fund expenditure on Public Instruction.
6	7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and Municipal*

Objects of expenditure.	EXPENDITURE OF IN INSTITUTIONS						
	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.
1	17	18	19	20	21	22	23
					Rs.	Rs.	Rs.
Arts Colleges.							
COLLEGIATE EDUCATION, English	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Secondary Schools.							
SCHOOL EDUCATION—GENERAL. For boys... High schools	...	3	1,309	1,255	1,079	24,665	2,828
For boys... Middle schools English	...	14	2,515	2,417	2,075	49,050	14,248
For boys... Middle schools Vernacular	...	...	...	...	...	...	...
For girls... High schools	...	...	...	...	...	...	...
For girls... Middle schools English	...	...	...	...	...	...	...
For girls... Middle schools Vernacular	...	...	...	...	...	...	...
Total	...	17	3,824	3,672	3,154	73,715	17,076	...
Primary Schools.							
For boys	...	3	182	154	131	1,426	2,647
For girls	...	...	...	...	...	...	...	...
Total	...	3	182	154	131	1,426	2,647	...
Schools for Special Instruction.							
SCHOOL EDUCATION—SPECIAL. Training schools for Masters	...	...	...	...	...	...	...
Training schools for Mistresses	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other schools Professional schools	...	...	...	...	...	...	...
Other schools Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...
Technical and Industrial schools	...	...	...	...	...	...	...
Other special schools	...	...	...	...	...	...	...
Buildings	...	...	...	...	2,090	...	...
Furniture and Apparatus (special grants only)	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	2,090	...	...	...
GRAND TOTAL	...	20	4,006	3,826	3,285	77,231	19,723	...

Expenditure on Public Instruction in Burma for the official year 1905-06—concluded.

MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.									
MANAGED BY MUNICIPAL BOARDS.				IN INSTITUTIONS MANAGED BY					
Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or associations.	Total municipal expenditure on Public Instruction.	Total expenditure of Local Funds and Municipal Boards on Public Instruction.	Remarks.
24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
34,036	...	...	61,529	...	...	52,797	55,625	57,222	
56,118	...	...	1,19,416	...	...	69,862	84,110	84,612	
...	...	...	...	...	...	33,519	33,519	71,240	
...	...	...	...	...	...	19,704	19,704	19,704	
...	...	...	...	...	...	19,577	19,577	20,929	
...	...	...	...	...	...	9,246	9,246	11,010	
90,154	...	...	1,80,945	...	...	2,04,705	2,21,781	2,65,317	
2,462	...	...	6,535	...	...	59,173	61,820	2,56,823	
...	...	...	...	...	...	14,790	14,790	30,832	
2,462	...	...	6,535	...	...	73,963	76,610	2,87,655	
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...	...	...	...	...	...	...	...	...	
...	...	...	2,090	...	...	22,800	22,800	22,800	
...	...	...	...	...	...	2,843	2,843	4,293	
...	...	...	...	...	...	...	14,091	20,533	
...	...	...	2,090	...	...	25,643	41,017	48,909	
92,616	...	...	1,89,570	...	...	3,04,311	3,39,408	6,01,881	

GENERAL TABLE NO. VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-Houses for the official year* 1905-06—(Chap. XIV, Paras. 1 and 2).

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of				Expenditure from					
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.							Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government ...	9	511	69	184	139	119	1,284	...	...	48,753	50,037	
Managed by Local or Muncipal Boards.	3	45	...	21	24	...	...	...	...	4,068	4,068	
Aided by Government or by Local or Muncipal Boards.	76	3,742	35	1,321	2,303	83	14,143	5,612	57,647	1,37,213	2,14,615	
Unaided	13	474	...	115	359	...	...	...	6,482	1,040	7,522	
Total ...	101	4,772	104	1,641	2,825	202	15,427	5,612	64,129	1,91,074	2,76,242	

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of				Expenditure from					
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Females.							Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government ...	...	...	...	...	...	...	...	...	...	...	...	
Managed by Local or Muncipal Boards.	...	...	...	...	...	...	...	...	...	...	...	
Aided by Government or by Local or Municipal Boards.	31	1,560	11	419	1,001	129	10,188	5,266	29,747	1,08,863	1,54,064	
Unaided	...	...	...	...	...	...	...	...	...	...	...	
Total ...	31	1,560	11	419	1,001	129	10,188	5,266	29,747	1,08,863	1,54,064	
Grand Total ..	132	6,332	115	2,060	3,826	331	25,615	10,878	93,876	2,99,937	4,30,306	

G. B. C. P. O.—No. 30, D., P. I., 21-12-1906—624.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

For the year 1907-08

RANGOON
OFFICE OF THE SUPERINTENDENT, GOVERNMENT PRINTING, BURMA
1908

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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1907-08.

Extract from the proceedings of the Government of Burma in the Educational Department—No. 6E.—106, dated the 19th November 1908.

READ—

The Report of the Director of Public Instruction for the year 1907-08.

The Report of the Educational Syndicate for the year 1907-08.

The Report of the Officiating Director of Public Instruction contains a full account of the details of the work of the Education Department in the past year. In this Review, the Lieutenant-Governor does not propose to repeat or to summarize these details.

2. Until recently, the accepted practice was that Government should not undertake the direct management of Schools. This was left to individual or corporate private enterprise and to Municipal and Town Committees. Schools managed by these agencies were and are aided by Government grants and inspected and guided by the Education Department. This policy has been modified and it is intended that Government shall take a more direct part in the management of Colleges and Schools. In pursuance of this intention, the management of the Rangoon College and Collegiate School was resumed some years ago by Government from the Educational Syndicate. It is also proposed that Government should take over the principal Municipal Schools. The intention is that in the course of time there shall be a Government Anglo-Vernacular High School in every District and it is hoped that in most cases the Principals of these Schools will be members of the Indian Educational Service. An interesting experiment has lately been projected for the Arakan Division where in some respects education is in a backward state. It is proposed to establish Vernacular Schools in the first instance at Township headquarters, to be built and supported at the cost of the District Cess Fund. This proposal is the outcome of the consideration of a larger scheme initiated by the late Commissioner, Mr. B. Houghton, and has been worked out by his successor, Mr. B. S. Carey, in consultation with officers of the Education Department. The details of the proposal are still under discussion. But the principle has been accepted and will be commended to the consideration of other Commissioners.

So far the number of Government institutes is small. Apart from Schools for special purposes, there are only 30 secondary and 20 primary Government Schools. Arrangements for taking over several Municipal Schools were not completed by

the close of the year. Want of funds also prevented the building of other projected schools.

3. While deciding to establish and maintain Government Schools to a greater extent than heretofore, Government does not intend to withdraw aid and countenance for Schools under the management of individuals or corporate bodies. The Lieutenant-Governor acknowledges with gratitude the immense good which has been done even in purely secular education by Mission Bodies and by Monastic Schools. He even regards with favour many of the lay schools which are frequently condemned without reserve. Under duly qualified managers and teachers, there is no reason why these Schools should not take a respectable place in the educational system. The question of the best means of affording encouragement and aid to Monastic Schools and of bringing them to a limited extent under the guidance of the Education Department has long been under consideration. Special measures have recently been sanctioned which will, it is hoped, attract many of these Schools and enable them to accept recognition by the Education Department without affecting their individuality. In connection with this subject, it may be mentioned that the exceedingly complicated Grant-in-aid Rules have been under examination and it is hoped that simplification may be effected.

4. The Report of the past year indicates no actual advance in Secondary Education. The number of students in Colleges and High Schools has not increased. It may be conjectured that one cause of the failure of Colleges to expand as regards the number of students is the practice which no doubt has largely spread of late years of students proceeding to England to pursue their studies instead of taking the full University course in the Province. So far as the Lieutenant-Governor is able to judge the results of this practice are good. Burmese students have returned to Burma the better for their visit to Europe. But only very few can adopt this plan and it cannot be denied that the special need of this Province is the local extension of Secondary Education on sound principles. The two Colleges, both at Rangoon, are at present more than sufficient for the needs of the Province. The staff of the Rangoon College has been strengthened and a further increase has been sanctioned. At the instance of the Inspectors appointed by the Calcutta University to visit the College, proposals for increasing and improving the accommodation are under preparation. The College will be placed under a Governing Body on which the staff and various interests will be duly represented. An increase of the staff for the Baptist College at Rangoon is alsoin contemplation; a suitable building is in course of erection; and it is hoped that before long this College, too, may be raised to the First Grade. The possible effect on the number of College students of a change recently ordered will be discussed below. One measure for the direct encouragement of University Education was introduced during the year. It has been decided, as an experimental measure, to appoint to the Subordinate Civil Service any Burman student who takes the degree of B.A. and is reported in other respects to be qualified for appointment. When the number of Burmese graduates becomes larger it will probably be necessary to modify this rule. But at present the numbers are small. The rule now introduced will enable graduates to obtain appointments at a comparatively early age and without the obligation of passing a further competitive examination. The result of the experiment will be watched with interest.

5. The establishment of Government High Schools, Anglo-Vernacular and Vernacular, as Model Schools under highly qualified masters, in the larger districts, will afford additional facilities for, and encouragement to, higher education. This measure is, in the Lieutenant-Governor's opinion, the most promising that can be devised. The direction of an appreciable number of Schools by men trained in the best traditions of public school life cannot fail to have the most beneficial effect in moulding the character of the youth of the Province. An important step was taken during the past year in the establishment of an Anglo-Vernacular High School Final Examination. It has been decided that this Examination shall take the place of the Matriculation or Entrance Examination in cases where the passing of that Examination is at present a qualification for Government service. The intention is that students who passed the Entrance Examination merely for the purpose of qualifying for Government appointments and without the design of proceeding with a Unversity course should appear instead for the School Final Examination. Students who propose to pursue a University course will have to pass the Matriculation Examination as at present. It may also be noted that the Matriculation or Extrance Examination does not qualify for all Government appointments. For the higher posts, University qualifications are demanded. It is thought, therefore, that the orders mentioned above will not adversely affect University education. There will be fewer candidates for Matriculation but there should not be fewer candidates for the Intermediate and Degree Examinations. One cause which, no doubt, operates to keep down the number of students in the higher School classes is the acceptance of the VIIth or Middle School Final Standard as a test of qualification for certain Government appointments. The hope expressed by the Director that the School Final Examination may take the place of the VIIth Standard in this respect will in time be realized. At present, it is not possible to give effect to this aspiration. It is found that boys who have passed the VIIth Standard can obtain employment in trading and mercantile houses. The demand for even partially educated youths so greatly exceeds the supply that if a higher than the VIIth Standard were required it would be impossible to fill the vacancies in Government offices. At the same time, the Lieutenant-Governor recognizes that the raising of the standard of qualification for Government service is an aim to be kept steadily in view.

6. Primary education made some progress, as regards the number of institutions and pupils, during the past year. As is well known elementary instruction is widely diffused and the majority of Burman boys learn at least to read and write. Of late years, special attention has been paid to vernacular education. In all save specially excepted schools, it has been the practice for some time past to teach all subjects in a vernacular and not in English up to the IVth Standard. In the Lieutenant-Governor's opinion, this is a sound rule and should be maintained. The use of English as a medium of instruction at too early a stage is to be deprecated. At the same time, it must be admitted that the Burmese language is defective as a literary medium and there are probably greater difficulties in carrying out this plan in Burmese than in more flexible tongues. Another hindrance to the extension of sound vernacular education is the imperfection of the existing vernacular text-books. The Director of Public Instruction has devoted earnest attention to this important matter with the result that a strong Committee has been constituted for the revision and re-issue of various series of these books. As

regards the study of English, a further tentative step was taken during the past year by the prohibition of the study of English as a language by means of books in the first three standards. In these standards, the study of English is to be purely colloquial. This matter has not yet been finally settled and is still the subject of discussion. Opinions will be carefully considered before a final decision is announced. The establishment of Schools supported by District Cess Funds, the establishment of Government Vernacular Schools, and the measures for the improvement of Monastic Schools, as already mentioned, are also likely to have a good effect on vernacular education.

7. An important reform was effected during the year in the improvement of the position of officers of the Indian Educational Service in Burma. These officers have now been placed on the same footing as officers of the same service in other Provinces. This measure can hardly fail to stimulate the efficiency of the Education Department. The number of Inspectors has been increased and instead of being centred for the most part in Rangoon Inspectors have been distributed throughout the Province at Divisional headquarters and made more fully responsible for the direction of Education in their circles. The Lieutenant-Governor regards this re-arrangement and devolution of responsibility as a reform of the first importance. On the superior Inspecting Staff depends to a very great extent the success of the Education Department in the inculcation of sound methods and in the proper guidance of Schools of all grades and classes. It is essential that Inspectors should be in close touch with School Managers and Teachers and no less with District Officers and that they should have full opportunity of guiding and controlling the subordinate Inspecting Staff. The Lieutenant-Governor is anxious to associate with the superior inspecting staff a qualified Native of the Province. So far there have been difficulties in attaining this object. But His Honour hopes that they may not be insuperable. If the Education Department is to progress on right lines it is essential that the needs of the people of the Province should be thoroughly studied and that effort should be assisted by full knowledge of local conditions as well as by experience of advanced Educational methods.

8 The strengthening of the subordinate Inspecting Staff is a matter which requires attention. On Deputy Inspectors falls the bulk of the inspection of Vernacular Schools which must furnish the principal means of the education of the mass of the people. It will be necessary in the course of time to raise the qualifications required of Deputy Inspectors; but one of the essentials is that they should be thoroughly in sympathy with vernacular teachers and pupils. The Director advises that an increase in the number of the subordinate inspecting staff is already desirable and has put forward proposals for increasing the number of Sub-Inspectors. His Honour is disposed to doubt whether officers with the qualifications of Sub-Inspectors can be expected to exercise a vitalizing influence on Vernacular Education. He would prefer to strengthen the staff and improve the position and qualifications of Deputy Inspectors. In close connection with the subordinate inspecting agency is the system of Itinerant Teachers which has recently been subjected to examination. The Lieutenant-Governor has invited the Director's special attention of the case of Itinerant Teachers and has called for reports as to the practical results of the system. He is inclined to think that the utility of the system is open to question.

9. The education of girls and young women is still in a comparatively backward state and the number of Government Schools in which girls are more numerous than boys is very small. Proposals have been made for the appointment of an Inspectress and Assistant Inspectress of Schools. The Lieutenant-Governor hopes that these appointments may be sanctioned and he confidently expects that the result will be a marked advance in the education of girls in Burma. At the same time, it may be noted with satisfaction that, at the close of the year of report, there were 70,298 girls under instruction. The proportion of girls is greater among Europeans and Eurasians than among other classes, no less than 46 per cent. of the European and Eurasian pupils in public institutions (exclusive of special schools) being girls, while among Buddhists the corresponding percentage is less than 26. The number of girls at private institutions is remarkably small. In connection with this subject, the Lieutenant-Governor takes the opportunity of expressing his appreciation of the admirable work in respect of the Education of girls at the Schools managed by various religious bodies. The provision of training schools for Mistresses seems to be singularly inadequate. The matter is one to which the attention of the Education Department may well be directed.

10. It is usually said that techincal education is in a very backward state in Burma. The Lieutenant-Governor is inclined to think that the position has been misunderstood. Burma is essentially an agricultural country where the bulk of the population subsists in moderate comfort by methods of clutivation to which they have long been accustomed and in which they are practically skilled. The number of people pursuing other industries is comparatively small and there is no such pressure of population on subsistence as to render it necessary to foster manual crafts for the purpose of providing employment for large sections of the community. The fine arts of silver and lacquer work and wood-carving are practised by a comparatively small number whose outturn fully if not promptly supplies the demand. Weaving is still a home occupation and it is not necessary or desirable to attempt to convert it into a trade to be pursued in workshops or factories. There is no great demand for schools for other manual crafts. But in respect of some aspects of technical instruction, provision is already made. There is an excellently-staffed and well-equipped Engineering School; but though its aims and advantages have been made widely known the number of Burmese students is very small. Although the Agricultural College at Mandalay has not yet been established, some tuition is being done by the Principal and the expert staff. His Honour expects that Agricultural training will be popular among the people who are not averse from experiments with new crops and the adoption of improved agricultural methods. A Medical School for the training of Burmese Hospital Assistants was open during the past year and liberal scholarships have been offered. The prospects open to passed students appear to be insufficient to attract candidates of high educational qualifications. Law classes are maintained at the Rangoon College. These have not been altogether successful. The Director is requested to see whether steps cannot be taken for their improvement. Such demand for special technical education as exists has been, or is in process of being, supplied; and there seems to be little need of separate technical schools. At the same time, His Honour thinks that more might be done to establish technical classes in ordinary schools. He has endeavoured, so far he fears without much

success, to increase the interest taken in the teaching of type-writing and shorthand for proficients in which the demand exceeds the supply. He suggests also that such crafts as carpentry, printing and book-binding might well be taught in many schools for boys and that in all girls' schools training should be given in lace-making, needle work, or some other useful accomplishment.

11. Among other matters which have attracted special notice during the past year is the question of introducing the study of hygiene or elementary science into all schools. The Lieutenant-Governor is fully alive to the importance of this question and has commended it to the attention of the Director whose final report is awaited. One of the difficulties encountered is the want of text-books in English and in the vernaculars suited to local conditions. Another obstacle is the full state of the courses of study which renders it difficult to find a place for elementary science as an obligatory subject. There is also an inadequate supply of teachers qualified to teach the subject efficiently. These difficulties will gradually be overcome. As regards teachers, the subject is already obligatory in Normal Schools and classes and the number of qualified teachers will therefore increase year by year.

The subject of moral training is one of even greater difficulty. It is discussed in Mr. Wedderspoon's Report. That the formation of character is one of the main objects of education is a truism. But it is open to question whether the actual teaching of morals in schools is best adapted to attain the desired end. It is doubtful whether text-books and categorical moral lessons are of much value. Rather is it likely that this branch of education depends almost entirely on the personality of the teacher and on home influences. On these points, the Lieutenant-Governor concurs generally in the Director's remarks. He is also in agreement with him as regards the value of the hostel system and of the supervision of students out of school hours. He is disposed to doubt the accuracy of the criticisms of Monastic Schools. These Schools are the basis of the education of past generations and of the present generation of Burmans. It cannot be denied that the Burmese people have by themselves attained a high standard of morals and have developed many admirable characteristics. This can hardly be the result of the muttering of a few unintelligible prayers or the learning by rote of unassimilated Pali texts. The Lieutenant-Governor would be sorry to think that the introduction of Western ideas and the system of European education has resulted in the deterioration of the Burmese character. But he is convinced that training in the vernacular and especially in the Monastic Schools is likely to tend to the preservation of the characteristic virtues of the Province; and he believes that in the encouragement and improvement of these schools lies the best hope of maintaining a level standard of manners and morals among the mass of the people. The vernacular system of education need not be the end. On this will be raised the superstructure of learning by Western methods. But the foundation of education should continue to be the vernacular system suited to the genius of the people. And for the greater number, the peasants who are the predominating element of the population, but little if anything more than the foundation is necessary.

12. It will be seen that the Lieutenant-Governor does not ageee with the officiating Director that the past year has been uneventful in the history of

education in Burma. Mr. Covernton has addressed himself with zeal to the consideration of the most important problems and progress has been made towards the improvement of the educational system. His Honour desires to express his appreciation of Mr. Coverton's direction of the Education Department during the past year. He also takes the opportunity of acknowledging the advice and assistance which he has received from the Educational Syndicate in many matters connected with education.

By order of the Lieutenant-Governor of Burma,

F. LEWISOHN,
Offg. Secretary to the Government of Burma.

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REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1907-08.

CHAPTER I.

PRELIMINARY.

1. The year has been one of steady growth in most branches of education. To this general statement, however, the Collegiate and High School Departments are still, as in former years, important exceptions. It is a curious fact that while Primary education has advanced by leaps and bounds attendance in high standards and in college classes is no larger than it was in 1901-02. In regard to the High School the reasons given in the last Quinquennial Report are probably correct. The Vernacular High School has little practical value as a qualification, while on the Anglo-Vernacular side the Seventh Standard pass qualifies for admission to many posts in Government service and implies a sufficient command of English for ordinary business purposes. The institution of a School Final Examination, regulations for which were drawn up during the year, will render the High School more attractive, especially if it is found possible to make this test the minimum qualification for Government service. The want of interest taken in collegiate education has been variously explained. No doubt it is largely due to the inadequate facilities available in this province, and the consequent restriction in choice of subjects. Measures have been taken to improve the staff and accommodation of both Colleges, and it is hoped that future years will show an increase in the number of students in the B.A. course.

2. It is the intention of Government, as explained in the Resolution on the last report, to take a more active part in the direct control of secondary education, so far as this is possible without injury to the interests of aided schools, and eventually there will be at least one Government secondary school in each district. During the year under report, however, no Municipal Secondary Schools were transferred to Government, though arrangements were made to transfer three schools (Pegu, Thatôn and Tavoy) in 1908-09. Similarly as regards primary education, no new Government schools were established but arrangements have been made to found three Government Vernacular Schools in the near future. The attendance in Government Schools is still a mere fraction of the total.

3. The year has not been a very eventful one. No new schemes have been formulated, but certain changes already decided on have now for the first time been carried into effect. Prominent among these are the new curricula for Normal Schools and the revised Anglo-Vernacular course. The effect of the former will be to reduce the number but improve the quality of trained teachers. The new normal Courses are separate and distinct, and students are no longer required to pass the school standard *pari passu*. The rules regarding the admission of Anglo-Vernacular private students have been modified so as to admit of teachers of a certain standing appearing for examination. A Higher grade Vernacular Teachers Certificate has been instituted with the view of inducing further study among vernacular students. The Anglo-Vernacular Normal School at Akyab was abolished during the year for reasons given in Chapter VI. The standard course for Anglo-Vernacular schools was revised with the intention of securing better educational conditions in the Primary

Department, without detriment to the work of the higher standards. The teaching of English is now limited in the three lowest standards to conversational and oral methods; reading and writing are not taught until Standard IV. Hitherto English has claimed a lion's share of the time in Standard I but the new curriculum gives the Vernacular its proper place in the Primary School. What will be the effect of the change in the teaching of English, time alone can show. The new curriculum is more in accordance with modern ideas and methods than the old, but (perhaps for that very reason) it has not been universally welcomed.

In December 1907 the Educational Syndicate was asked to recast the curriculum for European Schools; proposals have been submitted to Government and are still under consideration.

4. The fixed grant system has been extended during the year among Vernacular and Anglo-Vernacular schools. For the latter, which are generally under European management, it is suitable, but Vernacular School Managers seem to require the stimulus of payment by results. The new code, which is still under consideration, includes a scheme of payment according to attendance in certain monastic schools, which it is hoped to attract by a modified curriculum including little more than reading, writing and arithmetic. It is anticipated that this measure will result in a considerable increase in the number of aided monastic schools; and if it is found that a system of payment by attendance can be worked successfully, it will probably be extended to all Vernacular schools.

5. The Drawing courses for all classes of schools were revised during the year and the Education Department in conjunction with the Educational Syndicate advised the University of Calcutta as to the choice of Vernacular books for the Intermediate Arts and First Arts Examinations. Proposals to constitute a committee for the revision of Vernacular readers were accepted by Government.

6. Mr. Covernton was in charge of the Education Department during the whole year, but as he proceeded on long leave on the 7th May, was unable to write the Annual Report.

CHAPTER II.

CONTROLLING AGENCIES.

Various Controlling Agencies.

1. The Educational Department consists of an Imperial, a Provincial and a Subordinate Service.

The members of the Indian Educational Service remain as last year, namely, the Director of Public Instruction, an Assistant Director, five Inspectors of Schools, the Principal and one Professor in the Rangoon College, the Principal of the Collegiate School and the Principal of the Government School, Moulmein. An additional Inspector was sanctioned during the year, but the circle was not created till the close of the year, when portions of the Central and the Northern Circles were taken away to form a new Central Circle with headquarters at Meiktila. The old Central Circle then became the Southern Circle. Two new sanctioned appointments to the Indian Educational Service for Collegiate work are referred to in Chapter III.

Changes in the Indian Educational Service.

2. Mr. Hetherington, Assistant Director, proceeded on medical leave in September and his place was taken by Mr. Snow, Inspector of the Central Circle. Mr. Cocks on his return from leave succeeded Mr. Snow. Shortly after the beginning of the year under report, Maung Mon, K.S.M., Officiating Inspector of the Eastern Circle, was relieved by Mr. Erlam Smith, who on transfer to Madras was in return relieved in the same charge by Mr. O. M. B. White, Officiating Inspector of the Western Circle. Mr. White's place was taken by Maung We Lin, Assistant Inspector of Schools.

Mr. Douglas, Inspector of Schools, who went on leave in October 1906, resigned in October 1907, at the end of his leave. Mr. Hetherington also resigned without returning to Burma.

Two Assistant Inspectors were sanctioned during the year, one for the Inspector of Normal Schools and European Education, and one for the new Circle. Each Inspector has now an assistant. The conditions of the Western Circle are such that Mr. Covernton once proposed to appoint an additional Assistant Inspector with Headquarters at Akyab, in order that schools might get more supervision than is now possible. This was not sanctioned; but it certainly seems necessary that there should be some special officer responsible for Arakan. The Western Circle to which it belongs is now the heaviest circle in the province since, as Mr. Covernton pointed out, it was not relieved when the new Central Circle was created. The work of the Irrawaddy Division alone is sufficiently heavy. With Arakan added, where travelling in the rains is not easy, the charge becomes too large for effective supervision by one man. An officer placed in Akyab would undoubtedly be in more or less independent charge. If it is not thought desirable to place an Assistant Inspector there the question arises whether an Inspector might not be appointed. The Commissioner of Arakan is in favour of this.

Subordinate Service.

3. An additional Deputy Inspector for Karen Schools in Pyâpôn District was sanctioned during the year and four Sub-Inspectors for Myingyan, Minbu, Bassein and Toungoo Districts. There are now 52 Deputy Inspectors of Schools and 16 Sub-Inspectors. The subordinate inspecting staff is still undermanned, and the areas under each officer are still so large that schools can rarely be visited oftener than twice a year. Under any system of grants more frequent inspection is desirable, but it becomes imperative under a system which recognises fixed grants. As it is desired to extend this system as much as possible, the need for an increased inspecting staff is obvious.

The Inspector of the Central Circle complains that some Deputy Inspectors spend too much time at headquarters. The Inspector of the Northern Circle commends the work of Taik Wan, Deputy Inspector of the Lower Chindwin.

Itinerant Teachers numbered 213 during the year. The conversion of a certain number into Sub-Inspectors has been proposed.

Indian Educational Service.

4. The senior officers of this service have now been granted the special allowances which have been drawn for some years by similar officers in India. An allowance of Rs. 250—50—500 has been given to the Senior Inspector and one of Rs. 200—10—250 to the next senior. The allowance of Rs. 200—10—250 drawn as a local allowance by the Principal of the Rangoon College has been converted into a special allowance.

Administration.

5. During the year the combined office of the Inspectors of Schools, Lower Burma was divided, the Inspector of Schools, Western Circle, going to Bassein and the Inspector of the Eastern Circle to Moulmein. The Inspector of the new Central Circle is stationed at Meiktila. This has necessitated giving them larger powers of dealing with the administration of their circles. A meeting was held by the Director of Public Instruction at which all the Inspectors were present and a decision was arrived at by which the Director of Public Instruction handed over to each Inspector a larger share in administration. So far this has worked well. As was noted in Chapter II, paragraph 7, of last year's report, the Inspectors were relieved of a great deal of paper work in connection with examinations. Managers of Schools now hold their own examinations in Standards V, VI and VIII, they had formerly done so in I, II and III. Departmental examinations are now held in Standards IV and VII only.

District Officers.

6. Mr. Covernton referred to the assistance of district officers in his report of last year. Their multifarious duties perhaps leave little time for active educational work, but they can render assistance by shewing the villagers that they take an interest in education, and such help, when rendered, is of the greatest value. The people frequently are too apathetic to interest themselves greatly in school matters, but if given a lead they will bestir themselves. If district officers would, while on tour, simply visit the village school the effect would be marked, as *thugyis* and headmen would not be long in following the example of their superiors in this respect. At present it does not seem of much use to form school committees as the members take little or no interest in the school. They all seem to want some *quid pro quo*, such as exemption from *thathameda* or something of the kind. If

they saw that the higher officials of the district took an interest in educational matters they might be induced to be useful members of such committees. The remarks made by several Deputy Commissioners and Commissioners on the educational reports shew considerable interest in educational work.

Municipal Authorities.

7. Municipalities have hitherto maintained only Anglo-Vernacular Schools of their own while contributing to the upkeep of aided schools Vernacular and Anglo-Vernacular. In many cases the cost of an Anglo-Vernacular School has been a serious drag on them, and Government has taken over several which were in danger of becoming inefficient from want of support. From April 1st, 1908, the Municipal Schools at Pegu, Tavoy and Thatôn were taken over and others will follow as circumstances permit.

Educational Syndicate.

8. The Educational Syndicate continued to advise on educational matters during the year. It also conducted the Teachers' Theoretical Examinations.

Calcutta University.

9. The new University regulations did not come into force during the year under report, but the official Inspector of the University visited Rangoon in March 1908 with a view to continuing the affiliation of the two provincial colleges. His visit is referred to in Chapter III.

Private Agencies.

10. Anglo-Vernacular education continues to be largely in the hands of Mission Agencies. Vernacular education is almost entirely under the control of Private Agencies. A considerable number of schools are managed by Missionaries but the majority by monastic or lay managers. There are only 32 Government Vernacular Schools.

Finance. Statement IV.

11. The cost of direction has increased from Rs. 52,801 to Rs. 69,654, a rise of thirty-two per cent. The employment of additional establishment and the appointment of Assistant Director of Public Instruction account for the greater part of this increase.

The cost of Inspection has risen from Rs. 2,72,945 to Rs. 2,94,321, an increase of eight per cent., due to additional establishments consequent on the transfer of the Inspectors' Offices, and to new appointments on the inspecting staff.

Expenditure on Direction and Inspection is met almost entirely from Provincial Funds. The Municipalities of Rangoon and Mandalay, however, contribute a small sum towards Deputy Inspectors of Schools maintained in these towns.

CHAPTER III.

COLLEGIATE EDUCATION.

The two Arts Colleges. Statements III and VI.

1. There are two colleges in Burma, the Government College and the Baptist College, both teaching the Arts Course. The former teaches up to the B. A. and the latter up to the F.A. Standard. The total attendance in the Rangoon College during the year under report was 115, or four more than in 1906-07. Ten appeared for the B. A. Examination and 7 passed. Of the others 49 appeared for the F.A. Examination and 25 passed, 16 in the second division.

Staff of Rangoon College.

2. The permanent staff of the Government College was not adequate to do the work during the year. Sanction was accorded to the appointment of two Professors, one in English and History, and one in Philosophy, both in the Indian Educational Service, but they had not joined at the close of the year. The work in English was especially hampered, but the arrangements made to meet the exigencies of the work were the only ones possible in the circumstances. Considering the staff, the work of the College was very satisfactory. The results were better than in any previous year. The percentage of passes in the B.A. Examination was high and reflects credit on the Professors and Lecturers. Good work is possible in these classes because the numbers are small. In the F. A. Examination the passes, though falling below the percentage in the higher examination, were good. The size of the classes makes individual work difficult while

it is just at this stage that such work is most needed. The results as a whole seem to bear out the contention of the University authorities that more tutorial work is necessary.

Supplementary Examination.

3. The examinations of this year on the F.A. and B.A. standards were the last regular examinations under the old conditions. The University, however, has decided to hold a supplementary examination at the end of this year for students who failed to pass in March last. Next year the new curricula come into force so far as the Intermediate Examination (the F.A. is to be so styled) and the B.A. Examination are concerned, but the old rules remain another year as far as the Entrance Examination is concerned. The Principal points out that the new courses for the F.A. and B.A. Examinations are so far in advance of present courses that much time has had to be spent in filling in the hiatus between them in order to prevent the work degenerating into mere "cram."

Inspection by the University with a view to re-affiliation.

4. As affiliation had to be regranted to both Colleges under the new regulations the University Inspector of Colleges, Dr. Ray, and the Reverend Mr. Tomory, a member of the Syndicate of Calcutta University, visited the province in March in order to report to the University as to whether the Colleges fulfilled the new conditions. With these gentlemen Mr. Wedderspoon was associated. They reported as regards the Government College that affiliation could no longer be allowed in Physics up to any standard until a special Physics laboratory and special lecturers were provided. As regards the other subjects there is every hope that it will be granted in the following subjects up to the B. A. Standard; English (Honours), Pâli (Honours), Burmese composition, Mathematics and Chemistry.* It is much to be regretted that so few subjects can be offered to students, who have thus little scope for individual tastes. Some other Science subjects ought to find a place in the curriculum, notably physics and geology. On the literary side the new professor of English and History will be entirely employed in English so that a new appointment for History will be necessary if that subject is to be included in the college course. Lectures in Philosophy will be provided as soon as the new professor arrives and affiliation on this subject is obtained.

Tutorial Work. Increase of Staff.

5. The University is now pointing out that lecturing is not the "be-all and end-all" of college work and that tutorial work should also be provided for. The I.A. Classes are so large and the accommodation so limited that it is extremely difficult to make adequate provision for this. The Principal has however provided tutorial classes in English by dividing the students into batches of 17 each, thus giving two hours' tutorial work to each batch every week. This is the failing subject and tutorial work here is most necessary. It will be almost equally necessary in Pâli for some years as students will, on entering the College, have done very little in that language. One Professor is all that there is at present. He certainly cannot do lecturing and tutorial work with four classes. In Mathematics and Chemistry the staff is sufficient.

Accommodation.

6. Dr. Ray urged the necessity of additional accommodation, and the Syndicate insisted on this as a condition of affiliation. For present needs new class rooms will have to be added and a small committee has been appointed to advise how this can be best done on the present site. The Inspector, however, suggested that the question of the suitability of this site for the future needs of the college might now be considered. As Mr. Covernton pointed out in the report of last year, the present site affords hardly any room for the enlargement of the building and that only at the expense of the already limited playing field. The need for a more extensive site is all the more apparent if any effort is to be made not only to meet University requirements as regards class rooms but the University ideal of a collegiate social life. The realization of such an ideal will have the best effect on the Burman lad, who is peculiarly susceptible to the influence of his environment.

Governing Body.

7. A further condition of affiliation was the appointment of a Governing Body. The Local Government has agreed to this and has requested the Director of Public Instruction to submit to the University proposals regarding its constitution, powers and duties.

* Affiliation has now been granted in these subjects.

Science Teaching.

8. It is satisfactory to know that Dr. Ray considered the Chemical laboratory attached to the Government College the best he had seen outside of Calcutta. He expressed satisfaction at the general arrangements for the teaching of Chemistry and was especially pleased to learn that our F. A. students did practical work during both years of study, a practice which is evidently not general in Bengal.

As noted above, affiliation in Physics has now been withdrawn, but it is very necessary to consider the erection of a physical laboratory and the provision of an adequate teaching staff as matters of urgency. Science work in this province ought not to be restricted to Chemistry.

Practical Examination.

9. In connection with the question of Science teaching, the University has been addressed with a view to holding the practical examination, now compulsory for the pass degree, in Rangoon. If, as the new regulations require, students from Burma have to go to Calcutta for this examination, grave injury will be done to higher science teaching in this province.

Library.

10. The College library is fairly good, and the annual grant now made for new books is sufficient.

Hostel.

11. The hostel has been nearly full throughout the year. If the college buildings are extended it will be possible to extend this also. The benefit to students of living in a properly conducted hostel is incalculable and it would be a salutary rule that, unless students are living with parents or guardians, they should be compelled to live in the hostel if there is room. It is a significant fact that out of 29 hostel students presented for the F. A. Examination 20 were successful, while out of 17 non-resident students only five passed. It is a reasonable inference that the discipline of the hostel and the facilities for quiet study which it affords have contributed to this result. It is also worth recording that parents who reside in Rangoon are desirous of placing their sons in the hostel with the object of having them under stricter control than is possible at home. The social atmosphere as well as the discipline of the hostel are important features of college life, and every effort should be made to extend the privilege to all students.

Buddhist Society.

12. The Buddhist Society of the College continued to flourish and held ten meetings during the year which were well attended. Lectures were delivered on moral subjects and on questions connected with Buddhism.

Athletics.

13. The College is provided with an excellent gymnasium which Dr. Ray said was the best he had seen anywhere during his inspections. Students are compelled to attend twice a week, but one regrets to hear that they do not show any great enthusiasm for the exercises.

Football and hockey are regularly played and an athletic meeting was held.

Scholarships.

14. In addition to the number usually offered, eight special Scholarships were sanctioned during the year for students who intend to become teachers, six for students entering the F. A. Classes and two for those entering the B. A. Classes. There are now 45 F. A. and 12 B. A. Scholarships awarded during the University Course.

Financial.

15. The College is supported from Provincial funds and from fees. Private enterprise has not yet provided any endowments, from which Universities at home derive so much of their income. If the College is to offer a wider selection of subjects and to extend its science teaching, considerable expenditure will still be necessary, and this will have to be met from Provincial revenues. No doubt Government will do what is possible in the way of extension, especially as there is only one Government College in the Province, but it is well to recognize that there is a limit to Government resources. There is a wide field for private benefaction which could have no more worthy object than the provision of increased facilities for higher education.

The Baptist College. Statements III and VI.

16. The Baptist College, with only F.A. classes, had 23 students in Arts on the roll during the year. It is pleasing to note that the numbers enrolled since the close of the year under report are larger. Fifteen candidates were presented for the F.A. Examination, of whom one passed in the second division

and obtained a scholarship and two passed in the third division. The English staff of the college requires strengthening, and this matter is engaging the attention of the Governing Body.

Affiliation.

17. The college was inspected in March for affiliation up to the Intermediate Arts Standard by Dr. Ray and Mr. Wedderspoon, and for affiliation up to the B.A. Standard by Mr. Tomory. Two additional Professors were recommended, one for English and one for Logic and Mental and Moral Philosophy. The English Professor has already been appointed and the others will be secured as speedily as possible. When these appointments have been made the college will be raised to the first grade. The curriculum is at present to be entirely literary, including English, Burmese Composition, History, Pâli and Mental and Moral Science.

Inter-Collegiate work.

18. If the Baptist College is to supply an entirely literary curriculum it might be worth considering whether the Government College might not be strengthened on the scientific side. This would be economical if an arrangement were possible whereby students might attend both colleges for such courses as each offered.

Buildings.

19. The new College building, architecturally a fine structure, is making progress, and when completed will afford all the accommodation required.

Library.

20. The college library needs to be brought up to date.

Law Classes. Statement III.

21. The Law Classes in connection with the Government College were attended by 15 students during the year, a decrease of four on last year's total. An improvement is reported in class work. The Indian students shew a distinct tendency to regard attendance as a necessary evil, and discontinue as soon as they have completed the number of meetings required by the regulations. As was pointed out last year, only one student has passed the B.L. Examination since the lectures were instituted in 1902.

Patamabyan Examination.

22. The Quinquennial Report last year gave some facts regarding the history of the Patamabyan examination. It continues to attract a large number of candidates. The numbers during 1907-08 were for the Patamagyaw grade 13, for the Patamagyi 30, for the Patamalat 130, and for the Patamangè 444, and the passes were *nil*, 1, 31 and 201 respectively. Six nuns entered for the examination but all failed. Perhaps it would be well to require an essay in Burmese; many of the monks must be masters of Burmese style and in any case it would be worth while to encourage the younger men to make a study of the beauties of their own language.

Finance. Statement IV.

23. The total expenditure on Collegiate education has risen by twenty-eight per cent. and is now almost a lakh. Provincial Revenues contribute about Rs. 67,000, an increase of thirty-seven per cent. The increase is due partly to the entertainment of additional lecturers and partly to a considerable increase in the Municipal assessments. The fee income is practically stationary, amounting to about thirteen per cent. of the total cost. Income from other sources has increased by twenty-one per cent. The average cost of each student has risen from Rs. 551 to Rs. 666. The amount paid in scholarships is slightly under that paid last year. The rewards paid to successful candidates in the Patamabyan Examination have risen from Rs. 4,450 to Rs. 12,375. The cost of the Law Classes has risen slightly, while income from fees has decreased.

CHAPTER IV.

SECONDARY EDUCATION.

Anglo-Vernacular. Statement III.

1. The term Secondary Education as used in Burma includes Standards V—IX in both Vernacular and Anglo-Vernacular schools. Secondary schools have increased 7 per cent. during the year, and to this increase the Pegu, Irrawaddy and Meiktila Divisions and the Southern Shan States have contributed, the other divisions maintaining the figures of last year. The Northern Shan States and Chin Hills alone do not yet possess a Secondary school.

Statement III.

2. The attendance has increased by 13 per cent., and it is satisfactory to note that all parts of the province share in this advance, the divisions in which the

number of schools is stationary having increased their attendance. The greatest number of schools and pupils is to be found naturally in the Pegu Division.

Vernacular. Statement III.

3. In Vernacular Secondary education the advance is still more remarkable, schools shewing an increase of 22 per cent. and pupils of 26 per cent. All parts of the province shew an advance except the Shan States, where Vernacular work has only recently been supervised and no school could yet have reached the secondary stage.

It is worthy of note that there are now ten Vernacular High Schools with 1,521 pupils as compared with eight schools and 992 pupils last year.

Stages of Instruction. Statement V.

4. As has been pointed out in previous reports, figures for Secondary schools include the attendance in their primary departments. When the pupils in the various stages, Vernacular and Anglo-Vernacular, are examined the following are the figures: in the High Department 797 or 1·4 per cent. of the total attendance; in the Middle Department 10,167 or 17·9 per cent.; in the Primary Department 45,741 or 80·7 per cent. The small attendance in the High Department is particularly noticeable. This is partly due to the fact that the Seventh Standard certificate has hitherto been the passport to Government Service. As the High School Final Certificate will now be required the number in the High Departments will increase. A comparison of the attendance in the Middle Department with that of the Primary shows that a very large number do not pass beyond the Fourth Standard. What does this mean so far as English is concerned? Ability to read a simple reader, to translate a simple sentence into English, perhaps to give a hazy idea of the meaning of a simple story that has not been studied beforehand but no colloquial knowledge of the language. Such acquirements are of little value, but they are made at the sacrifice of the vernacular, for it is undeniable that in the Anglo-Vernacular School English is *the* subject and overshadows all others. Parents want English and English only. Whether this is to be allowed is another matter. No one ought to be allowed to begin English until he has had a good grounding in Burmese, Arithmetic and Geography. A great deal might be done in three years in these subjects, much more than is done now. This at any rate would cultivate the intelligence, which at present is neglected in order that pupils may recite pages of their English reader before admiring parents. There is no such thing as reading in the lowest standards; pupils learn the book by heart. If English were begun after three years' sound vernacular study, more rapid progress would be made, and should a boy leave school prematurely the vernacular part of his training has secured at least some intellectual advance. A slight acquaintance with English often leaves the Burman youth too conceited for manual work without fitting him for anything else.

It may be urged that the lower standards of Anglo-Vernacular schools would be depleted. There would be no harm in this; it would encourage the establishment of good vernacular schools. Many aided Anglo-Vernacular schools would then be relieved of the necessity of keeping up these standards and would be able to offer better salaries to teachers in the higher classes and so secure better men.

Anglo-Vernacular Schools according to management and grade. Statement III.

5. Government Schools have increased from 12 to 14 by the opening of the Government Anglo-Vernacular schools at Kyaiklat and Yamèthin. Municipal schools remain at 16, while Aided Schools have increased from 57 to 61 by the opening and the raising in grade of certain schools in the Pegu and Irrawaddy Divisions and the Southern Shan States.

The task of maintaining efficient Anglo-Vernacular Schools is one which Municipalities are generally unable to undertake successfully, and Government continues to take over these schools as circumstances permit.

High Schools are as follows: 5 Government, 4 Municipal and 10 Aided; Middle Schools are 9 Government, 12 Municipal and 51 Aided. One Municipal School at Pegu became a High School during the year, whilst 2 Government, one Municipal, and 4 Aided were raised from the Primary to the Middle grade.

Vernacular Schools according to management and grade. Statement III.

6. Government Schools have increased by 6 and Aided Schools by 87, an increase of 75 and 21 per cent. respectively. Government Schools at Magwe, Myitkyina, Pyawbwè, Taungup, Ye-u and Toungoo were raised from the Primary to the Middle grade. The establishment of Government Vernacular Schools is highly desirable, especially of the Middle and High grade. Many of the Aided Middle Schools would gain by reduction to the Primary Grade, as the addition of Middle Standards frequently means the neglect of the primary. If there were more Government Vernacular Schools with Middle Standards it would be possible to restrict the registration of lay schools of that grade to those which can afford an efficient staff.

Vernacular High Schools require a large and competent staff, which Aided Schools can rarely afford. Monasteries with High departments are in a different position because the monk can usually secure teachers *gratis*. The opening of these schools is therefore practically left to Government.

Statement V.

The attendance in the High Departments was 39 during the year, compared with 31 last year. The appointments to which the Vernacular Ninth Standard leads are not numerous and there is at present little inducement for boys to continue their studies so far. Many enter the Normal Schools for training after passing the Sixth or Seventh Standards.

Anglo-Vernacular Curriculum.

7. A beginning was made towards the close of the year with the new curriculum, in which the teaching of English from books is deferred till the Fourth Standard. The change was adopted after careful consideration and conference with school managers. It is much too early to pronounce on the effect but there is every reason to hope that if the new system receives a fair trial, it will be successful.

English as a conversational subject is still permitted in the first three standards, but schools complain of the difficulty of teaching it satisfactorily. They say it is much easier to teach reading and writing. The lower standard teacher, as is noted in the Chapter on Training Schools, has always been a source of weakness in Anglo-Vernacular Schools, and if the new curriculum has the effect of making him study and qualify himself by the Secondary grade it will deserve well of managers.

The Vernacular Curriculum remains as last year.

Examination Results, Anglo-Vernacular. Statement VI.

8. There was a large increase in the number of passes by the Extrance Examination, the total rising from 105 to 164. There does not seem any particular reason for this except that the marking in 1906-07 was probably more severe. Of the total only 5 were girls, but this was better than in 1906-07, when only one passed.

Only 5 passed the Vernacular Ninth Standard as against 6 last year. This does not include Normal Students, of whom 17 passed.

In the Anglo-Vernacular Eighth Standard examination 336 were presented (6 girls) and 285 passed (5 girls), a much better result than last year.

In the Vernacular Eighth Standard 54 appeared and 20 passed. In addition 36 Normal Students were successful.

Statement VI.

The passes in the Middle School Examinations in Anglo-Vernacular Schools increased by 80 per cent., and on the Vernacular side by 23 per cent., a satisfactory record..

Finance. Statement IV.

9. The total expenditure on English Secondary Schools for Boys has increased by eleven per cent., and to this every head contributes. The percentage of increase varies from nineteen from Local and Municipal Funds to two from other sources. Provincial Funds increased by eleven per cent. and fees by ten. The latter contribute a little less than half of the total cost and the former about three-tenths.

Expenditure on Vernacular Schools for boys has risen from Rs. 1,44,162 to Rs. 1,72,615, an increase of twenty per cent. Schools under public management cost twice as much as last year, but the fees collected, though small in amount, have more than doubled. Local and Municipal Funds have increased their contributions by seventeen per cent. The percentage of expenditure from private funds on English Secondary Schools for boys has fallen from 54 to 53. On

the Vernacular side it has risen from ·9 to two per cent. The average cost of a pupil in the Anglo-Vernacular High School is the same as last year, in the Middle School it has fallen from Rs. 45 to Rs. 44; on the Vernacular side it remains at Rs. 5.

The amount of scholarships has increased from Rs. 6,841 to Rs. 10,372, due to new scholarships granted under the European Code.

CHAPTER V.

PRIMARY EDUCATION.

Number of Primary Schools. Statement III.

1. Primary Education as understood by the Government of India includes only Vernacular schools. In this province however it is usual to include Standards I—IV of Anglo-Vernacular schools, in all of which English is taught.

The total number of Primary schools shows an increase of 3 per cent. during the year, but it must be noted that a considerable number were raised to the Secondary grade. Their attendance is thus reckoned under Secondary schools, and this accounts for the small increase of 6 per cent. in pupils attending Primary schools. In this increase, small as it appears, all divisions have shared except Arakan and Mandalay. The former shews decreases of 8 per cent. in schools and pupils, while for the latter the decreases are 2 and 1 per cent. respectively. The loss in Arakan is largely among Mahomedan schools, due to several causes which are noted in Chapter X. In Mandalay the loss was due to plague. In the Pegu, Irrawaddy and Magwe Divisions schools are practically the same as last year. In the Southern Shan States there is naturally a large rise, due to the exploration of the country, and the same is true of the Northern Shan States. Excluding these, the most substantial rise is in the Tenasserim Division, where schools and pupils increased by 10 and 14 per cent. respectively.

Anglo-Vernacular Schools.

2. Anglo-Vernacular Schools have decreased by five, four having been transferred to the Secondary list, and two abolished, while one new school was opened. There is a corresponding fall in attendance.

Vernacular Schools.

3. Arakan and Mandalay alone show decreases. The largest number of schools and pupils is to be found in the Pegu and Irrawaddy Divisions and the smallest in Arakan and Mandalay. There is an increase on the whole of 3 per cent. in schools and 6 per cent. in pupils.

Statement V.

The total number of pupils in the primary stages of instruction in all schools, including those in the primary departments of Secondary schools, is 234,999 compared with 214,687 last year, that is an increase of 9 per cent.

Schools according to Management.

4. Of Anglo-Vernacular Primary schools 4 are managed by Government and 20 are Aided. The figures last year were 5 and 24 respectively.

Of Vernacular schools 14 are managed by Government, a decrease of 5 on last year, due to the transfer of six schools to the Secondary list and the establishment of one new school at Mindat Sakan in the Pakôkku Chin Hills. These schools are intended as Model schools and impart a much better education than the average lay school, as they are better staffed. So far they have been generally successful. They are somewhat expensive to build and possibly this will restrict their extension. The cost too varies in different parts of the province; what is said to cost Rs. 5,000 ordinarily is said to cost twice that sum in the Arakan Division. In 1906-07 there were four Government schools for girls but two have been transferred to the Secondary list. The pupils in attendance numbered 106.

No 'Five-hundred rupee' schools were put up during the year. Suitable villages have not always been chosen in the past and failure has not infrequently been the result. It is of little use putting schools in villages where the people have shown no desire for education These schools seem to have been located in some villages simply because there was no school there before. Another difficulty about these schools is the annual repairs Villagers look upon them as Government buildings and do not see why they should repair them. It would be well to budget Rs. 50 for repairs for each school.

5. The passes in this stage of both Vernacular and Anglo-Vernacular schools were satisfactory. Passes.

6. The majority of Anglo-Vernacular Schools receive aid in the form of half-salaries, the majority of Vernacular schools in the form of results grants. Certain schools of both kinds get fixed grants, but this system is not found satisfactory in the case of Vernacular schools, the managers of which too often relax their efforts when the grant no longer depends directly on the results of examination. If, on the other hand, their results improve, they loudly complain of their losses under the new method of payment. Inspectors are therefore doubtful whether the Fixed Grant system is suitable to the present conditions of our Vernacular schools, but in compliance with the desire expressed by the Government of India to abolish payment by results, they have been urged to continue the experiment. Forms of Aid.

7. Under the rules certificated managers are eligible for a salary for two years to enable them to open new schools. This salary may be extended year by year at the second year rate. It would be better to give such salaries permanently to trained certificated men so long as they keep an efficient school. It is useless to expect a trained Normal Student to work under the same conditions as the ordinary untrained man. Temporary Salaries.

8. There were 213 Itinerant Teachers in the province during the year. Proposals have been submitted whereby many of them will be converted into Sub-Inspectors. They will be a welcome addition to the Inspecting staff which is insufficient for present needs. Itinerant Teachers' System.

9. The Vernacular curriculum was briefly referred to in Chapter V, paragraph 7 of last year's report. In paragraph 8 a reference was made to certain teachers' manuals for the revised vernacular course of 1903-04. The curriculum for which these were authorized was not considered suitable after trial, and sanction was obtained for a revised syllabus during the year under report. For this new course teachers' hand-books are urgently needed. Curriculum.

10. A special course has been proposed for monasteries unwilling or unable to conform to the ordinary curriculum. The work required is reading, writing and arithmetic with Pâli taught in the traditional way. It is proposed that the pupils of the *kyaung* shall be classified roughly according to the number of years spent in the school and that so long as the year's work represents a reasonable advance on that of the previous year the Deputy Inspector of Schools shall recommend a grant. Grants will be paid on attendance. It remains to be seen whether, should this proposal be adopted, any considerable number of monasteries of the kind referred to will be willing to comply with those very moderate requirements. As is noted in the chapter on Private schools, the monk who does not comply with the demands of the ordinary code usually desires to be left alone. If, however, visits can be frequently paid to promising *kyaungs*, something may be accomplished. On account of the size of their charges Deputy Inspectors of Schools see too little of the monks in outlying villages. An increased inspecting staff will remedy this. Special Course for Monasteries.

11. The expenditure on Primary Schools for boys increased from Rs. 5,48,892 to Rs. 5,69,428, an increase of four per cent. Of this total Public Funds contributed Rs. 5,31,665, and private sources only Rs. 37,763 Contributions from Municipal Funds diminished by fourteen per cent. and from other sources by forty-six per cent. Provincial contributions increased by two and those from Local Funds by fourteen per cent. Expenditure on Anglo-Vernacular Schools increased from Rs. 63,229 to Rs. 72,169, an increase of fourteen per cent. while that on Vernacular Schools increased from Rs. 4,85,663 to Rs. 4,97,259 an increase of two per cent. Municipal contributions to Anglo-Vernacular education rose by Rs. 1,315, but on the Vernacular side fell from Rs. 50,605 to Rs. 40,683. This is partly accounted for by the transfer of Primary Schools to the Secondary list; but the total amount of Municipal contributions to Vernacular Schools Primary and Secondary fell from Rs. 87,457 to Rs. 80,438. The *pro rata* reductions which were necessary are referred to in the Chapter on Finance. Finance. Statement IV.

Fees from Government vernacular schools fell by half. The total fees collected in all classes of schools (excluding Vernacular Aided Schools, for which there are no returns) were about the same as last year. The average cost to public funds of educating a pupil in the primary school remains as last year Rs. 3·2.

Statement IV.

12. The total expenditure on Primary Education including that for Primary Departments of Secondary Schools was Rs. 12,22,252 against Rs. 11,29,378 in 1906-07. The funds were distributed as follows :—

(*a*) Towards the Primary Departments of Secondary Schools, Provincial Funds contributed Rs. 2,20,153 against Rs. 1,94,151 last year; Local Funds Rs. 34,638 against Rs. 28,622; Municipal Funds Rs. 1,05,545 against Rs. 89,441; Fees Rs. 2,45,601 against Rs. 2,22,299; and other sources Rs. 46,887 against Rs. 45,973.

(*b*) Towards the purely Primary Schools, Provincial Funds contributed Rs. 2,51,610 against Rs. 2,46,183; Local Funds Rs. 2,26,915 against Rs. 1,98,631; Municipal Funds Rs. 53,140 against Rs. 61,747; Fees Rs. 31,534 against Rs. 30,785; other sources Rs. 6,229 against Rs. 11,546. The average cost of educating each pupil of the Primary Departments of the Secondary Schools was Rs. 15·06 against Rs. 15·8 last year, and that for the purely Primary Schools was Rs. 3·4 against Rs. 3·5.

CHAPTER VI.

TRAINING SCHOOLS.

General Remarks.

1. Training Schools together with European Schools are entrusted to a separate Inspector.

The year that has closed was the last year of training under the old rules. A brief description of this system was given in the report of last year. To take first the Anglo-Vernacular system. It was undoubtedly faulty but during the fifteen years in which it had been in operation it did much to improve the teachers of the province. The School Management Examinations held by the Educational Syndicate have spread a knowledge of educational theory far and wide, while the Normal Schools did much to give an elementary knowledge of practical work. One weakness of the system was admitting students to professional work at too early an age and with too low a literary qualification. Most of the students were comparatively young and the over pressure which resulted from the attempt to do normal work and standard work resulted in serious injury to health. The consequence of admitting students with so low a qualification was that they had not gone far enough on the literary side when their training was over. The Primary Grade teacher generally had a poor knowledge of English. Unfortunately he was always placed in the lower classes where there should be capable teachers if a good beginning is to be made. The Secondary Grade teacher, however, was of better stuff. He usually had passed the Entrance Examination and his knowledge of English was good, though not good enough for the work of the Middle Standards. As a primary school teacher he would have done well.

This system has now disappeared, and from the first of January schools came under the new regulations. The initial qualification on the Anglo-Vernacular side is now a Seventh Standard pass. This was required only from Secondary grade students before, the Primary grade being admitted with a Fifth Standard pass. The period of training is two years, except for Higher Grade students, who require three. The literary course requires more English, but in other subjects has been limited so as to give students a thorough knowledge of what they will afterwards be called on to teach. This literary work no longer corresponds to the work of the standards.

On the Vernacular side the qualification for admission is a pass by the Sixth Standard. Those who remain two years leave with a Primary Grade certificate, those who remain three with a Secondary Grade certificate, those who remain four with a Higher Grade certificate, provided that their work merits this recognition. This is a very substantial gain and will make for the improvement of vernacular education. The Higher Grade Vernacular Certificate is a new institution. Not long ago the Seventh was the highest standard on the Vernacular side. The Eighth and Ninth Standards were introduced in 1898 and have proved very popular with Normal Students and the best school managers. The additional literary work now imposed for the Higher Grade Certificate carries the student still higher. Higher algebra, trigonometry, physiography, co-ordinate geometry are now taught, while on the professional side elementary psychology and the history of education have been introduced. The number of teachers who can do this will at first be small, but with proper encouragement candidates will increase. If Vernacular appointments as Sub-Inspectors and Deputy Inspectors of Schools are generally reserved for men who have taken these higher examinations there will be every inducement for teachers to qualify. It should be added that text books have been prepared in Burmese in all the subjects prescribed.

Outside Candidates.

2. So far as Anglo-Vernacular training is concerned, the new rules provide that any teacher borne on the staff of a registered school for two years previous to January 1908 shall be eligible to appear for the Normal School examinations as a private student. This removes the hardship which existed under the old rules that unqualified teachers could not appear for the theoretical examination in School Management without returning to a Normal School for training. They were thus prevented from becoming certificated.

Number of Normal Schools. Statement III.

3. There are 12 Normal Schools in the province, of which eight are for masters and four for mistresses. These figures are the same as for last year. Pupils have decreased from 542 to 466. The figures for masters only were 448 and 415 respectively, a decrease of 7 per cent. The largest decrease is in the Government Normal School, Rangoon, where the numbers fell from 75 to 19. This was entirely due to the fact that under the new rules students must attend the whole day. Formerly teachers were only required to attend during the morning hours from 7-30 to 9. In Akyab the same reason accounts for the decrease. In practically every other centre there was a marked increase. Of the students 172 are Anglo-Vernacular and 294 Vernacular, compared with 297 and 245 last year. The Baptist College, Rangoon, had the largest Anglo-Vernacular Normal School with 76 students and the Government Normal School, Mandalay, the largest Vernacular with an attendance of seventy.

Government Normal Schools.

4. These are at Rangoon, Mandalay, Moulmein, Akyab and Toungoo. The first is entirely Anglo-Vernacular and the last entirely Vernacular. The Anglo-Vernacular Department at Akyab was closed at the end of the year under report as it was no longer needed. The Rangoon Normal School is still accommodated in two rooms in the Collegiate School. These rooms will be needed by the school from April next to provide accommodation for classes under the new scheme for a High School Final Examination. It will thus be necessary to find other quarters, presumably by hiring a building. The question of extending the Mandalay School is now under consideration. This extension is urgently needed. Moulmein is still without its Vernacular practising school and the Akyab Normal School and practising school buildings have not been begun, although they have been sanctioned. Toungoo is now satisfactorily housed. This Normal School will develop rapidly and a boarding department may be necessary.

Aided Normal Schools. Statement III.

5. The Aided Normal Schools are the Baptist College, Rangoon, which is both Vernacular and Anglo-Vernacular, St. John's College, Rangoon, which is Anglo-Vernacular, and the Roman Catholic Mission Normal School, Thônzè, which is Vernacular. St. John's Normal School suffered a temporary eclipse during the year under report. The Thônzè School continues to do well under the able management of Father Perroy. The Baptist College did not achieve much success with its secondary grade students.

Normal Schools for Mistresses. Statement III.

6. Government does not maintain any special schools for mistresses, but many attend the Government Normal Schools which are in reality Mixed Schools. Aided Normal Schools for mistresses number four, one each at Moulmein and Bassein and two in Rangoon. The two former are Vernacular, St. Mary's, Rangoon was Anglo-Vernacular and Vernacular, the Kemmendine School Anglo-Vernacular only. With the close of the year the Vernacular department of St. Mary's School was abolished.

The total number of girls attending these schools was 51, a decrease of 46 per cent. on last year, but there were in addition 47 girls attending Normal Schools for men.

Examinations.

7. The work of the first and second year students is judged by the Inspector of Normal Schools from his inspections during the year and from the results of the school tests. The question papers for these are submitted to him for approval and the answer papers after being revised by the teachers are also sent to him. There is thus a pretty fair check on the work. The Final theoretical examinations are held by the Educational Syndicate. The results for the year, so far as the Anglo-Vernacular students were concerned, were satisfactory, there being 90 passes compared with 71 last year. The increase is entirely in the Primary Grade, there being a decrease of four in the passes by the Secondary Grade. On the Vernacular side passes relating to Training schools for masters and mistresses fell from 113 to 73. Here again the decrease was entirely in the Secondary Grade, the Primary remaining stationary. The greatest decreases were in the Government Normal Schools, Moulmein and Mandalay, where the passes fell from 26 and 22 respectively to 7 in each case. This was due to fewer presentations, the percentage of passes to the number of candidates was very satisfactory.

So far as mistresses were concerned the total passes were 28 in 1906-07 and during this year 31.

Statement VI.

As regards 'outside' candidates, these were allowed on the Vernacular side and a very large number appeared. Taking Normal Student and outside students together, the following were the number of presentations and passes under the different grades :—

	Presented.	Passed.
Primary Vernacular	1,368	312
Primary Anglo-Vernacular	78	57
Secondary Vernacular	422	64
Secondary Anglo-Vernacular	93	33
Higher Anglo-Vernacular	15	9

The large number of entries under the vernacular grades was no doubt due to the fact that teachers feared the result of the new rules, which will require somewhat higher qualifications from untrained candidates. That the majority were unprepared is sufficiently proved by the passes shewn above. The work done by the Higher Grade Anglo-Vernacular candidates was very good; candidates from the Government Normal School, Rangoon, were excellent, three being placed in the first division.

Staffs.

8. The staffs of the various Normal Schools are satisfactory. They have been from the beginning on inadequate pay, but they have worked cheerfully, and fully deserve the advantages they derive now from the re-organization. There are 74 Normal teachers, of whom 71 are certificated and of these 63 are trained. Every encouragement is given to them to improve themselves with the result that several will appear for the I.A. examination of the University. The keenness of the Vernacular staff is most praiseworthy. All will appear for the new Higher Grade Vernacular certificate. If there were an examination of the B.A. standard these men would willingly study for it.

Messrs. Pinto, Reynaud, Marsh and Maung Nwe (Mandalay) are worthy of mention.

Buildings and Equipment.

9. Buildings are good but extensions are required urgently at Mandalay. A Vernacular practising school is needed at Moulmein. A hired building will be necessary for the Government Normal School, Rangoon, from the 1st of April 1909.

Aided Normal schools are fairly well housed. St. Mary's school has no proper accommodation for its Normal school but is now building a new school at Kemmendine.

As regards equipment much remains to be done. If Normal schools are to be fully efficient they should be properly equipped with modern desks and apparatus. Locally made articles are entirely unsuitable. Libraries ought to be liberally supplied.

A Laboratory is needed for each school. The Baptist College is supplied; the Roman Catholic Mission school, Thônzè, does a little Science but has no special laboratory. The same is true of the Government Normal School, Moulmein. If the new syllabus of nature study sanctioned for Vernacular schools is to be properly taught, our Vernacular Normal schools should have a laboratory. Elementary Science should also be included in the training of all Anglo-Vernacular teachers.

Teachers for training.

10. Under the rules teachers are sent to Normal schools for one year's training. Those sent during the year under report were all well reported on. It sometimes happens that an unwise selection is made. It does not follow because a teacher is not trained that he ought to be sent. Headmasters of schools ought to inform the Inspector when a man is too old to profit by training so that he may not be included in the list.

Itinerant teachers have frequently applied for this concession of one year's training on half pay plus a stipend of Rs. 10, but as they have already been trained they are obviously ineligible. It would however be a great boon to vernacular men if the rule allowed masters or mistresses in Government schools, Itinerant teachers and Sub-Inspectors to return to a Normal school for a year on half pay plus a stipend of Rs. 10 per mensem with a view to qualifying themselves by the Higher Grade Certificate. The number so allowed might be restricted to 12 each year. The conditions should be the same as now laid down in section 44 of the Rules for training Vernacular teachers.

Vernacular Students.

11. Vernacular Students leaving Normal Schools are frequently not appointed to Government Service; they therefore drift into other employment and are lost to the Education Department. The present temporary salary grant system in Vernacular Schools does not attract them. It would be a wise plan to give every *ex*-Normal student not employed in a Government School or as an Itinerant Teacher a fixed salary according to his qualification, on condition that he opens a school. If he gets a salary sufficient to live on he will be content. This salary should continue as long as the school is efficient. At present the teacher opens a school on temporary salary, this is withdrawn in two or three years and he is forced to go or starve. Schools will only be permanent if the teacher is placed beyond want.

Pupil Teachers.

12. There are no pupil teachers in Anglo-Vernacular Schools. In Vernacular schools there were in 1907-08 altogether 361 compared with 428 in 1906-07. The first and second years' tests are conducted by the Deputy Inspectors of Schools and that of the final year by the Educational Syndicate. That the Deputy Inspectors of Schools are lenient in their examination is shewn by the results. Out of 222 presented in the first and second years 160 passed, while of 123 presented in the third year only 5 passed or 4 per cent. Last year the percentage in the third year was 13. The fact is that pupil teachers are misused by managers. They are made to teach all day while very little attention is given to their education. As was suggested last year they should be given only to a few really good aided schools and to Government Model Schools but should be sufficiently numerous in each school to allow of their teaching only half the day, the other half being given to study. The system is not an ideal one but it has its uses in Burma.

Itinerant Teachers.

13. The Itinerant Teacher system which has been in operation for some years has not proved a success, and proposals have been made to convert a large number of these teachers into Sub-Inspectors. The Inspecting staff of the province urgently needs strengthening and this is a convenient method of strengthening it.

It might be advisable, however, as was suggested in paragraph 10, section (iv) on page 20 of last year's report, if a certain number were retained as fixed teachers in important centres. They are mostly capable men and their schools would be centres of educational work.

The number of Vernacular Certificated teachers in the province has increased during the year from 1,253 to 1,488, a very satisfactory result to which Burman, Karen and Tamil teachers have all contributed.

Finance. Statement IV.

14. Expenditure on Training Schools is borne by Provincial Revenues and 'Other Sources.' The total cost was Rs. 1,22,355, an increase of twenty-four per cent. over last year, and of this Rs. 1,10,029, was met from Provincial Funds. The expenditure on Training Schools for Masters rose from Rs. 89,291 to Rs. 1,10,573 an increase of twenty-four per cent. In this increase, schools under public management and aided schools shared. Contributions from other sources amounted to only Rs. 10,197, but this was more than twice the figures of 1906-07. Training Schools for Mistresses which are all aided schools cost Rs. 11,782, as compared with Rs. 9,547. Under this head contributions from 'other sources' rose from Rs. 200 to Rs. 2,129. Salaries increased from Rs. 40,852 to Rs. 57,824, and building grants from Rs. 6,860 to Rs. 21,173. Capitation grants and Stipends remained much the same as last year.

CHAPTER VII.

TECHNICAL EDUCATION.

Limitations of Technical Instruction.

1. Technical instruction in this province is at present practically limited to engineering, blacksmith work, carpentry, painting and cane-work for boys, and for girls, lace-making, cutting-out and cooking. Certain other subjects which not strictly technical are usually included for convenience in this chapter.

Agencies for Technical Instruction.

2. The various agencies for technical instruction are given in detail in paragraph 1, Chapter VII of the last Quinquennial Report.

The Government Engineering School, Insein.

3. The new buildings in connection with the Government Engineering School, Insein, were opened by His Honour the Lieutenant-Governor during the year, and work is now possible under better conditions than formerly. The staff has been increased and the pay improved. The Head Master's pay is now Rs. 500—700. A Technical Instructor, a Science Master and a Third Master in the High School Department were appointed. The menial staff was also largely increased. A Technical High School course has been instituted for boys who have passed the Seventh Standard, and ten Middle English Scholarships for such as desire to enter on this course; unfortunately none of these scholarships were taken up. In addition to the courses for Upper and Lower Subordinate and for Technical High School work, there is also a draughtsman's class. A new prospectus has been drawn up setting forth fully the various courses of instruction.

The machinery required arrived during the year and much of it was erected.

Statement III.

The number of students during the year was 90. Of these nine were Europeans or Eurasians, 12 Burmans, and 69 Natives of India. It is to be regretted that Burmans do not patronize the school more largely.

Apprentice Class, Insein. Statement III.

4. The class, which numbered 32 during the year, is composed of apprentices in the railway workshops. Examinations were held in Mensuration and Steam. The results were not very satisfactory.

European Apprentices.

5. Stipends are awarded annually to deserving lads and they are held in various workshops in the larger towns. They are tenable only so long as progress is satisfactory and, as they are regularly drawn, presumably the boys give satisfaction.

Aided Technical Schools and Departments. Statement III.

6. Excluding the Reformatory School, there are three Industrial Schools attached to aided schools in the Province, St. Mary's Girls' School, Rangoon, where lace-making is taught to 124 girls, an increase of 30 per cent. over last year, the Industrial Convent, Prome Road, where 29 girls were taught lace-making, dress-making, cutting-out and cooking, and the Bghai Karen School,

Toungoo, where printing, book-binding and carpentry were taught to 39 pupils. Blacksmith work, cane-work and tinsmith work which were taught last year in this school have been discontinued. The numbers have fallen from 74 last year, the chief reason being that the pupils are Karens who live in the hills and can find little use for these occupations when they return to their villages The work done in all these aided schools is good. A literary curriculum is also pursued.

Weaving.

7. Weaving is a subject of examination in 24 Vernacular Schools in Upper Burma. Schools have decreased from 57, and the Inspector reports that as the girls learn to weave quite as well at home, the schools are not necessary.

Survey Schools.

8. Survey schools are under the control of the Commissioner of Settlements and Land Records and numbered 18 during the year. The examination results were particularly good in Surveying, fair in Revenue Law but poor in Arithmetic. There were 369 pupils during the year, the best attended schools being Minbu, Moulmein, Mandalay and Henzada, the interest taken by the Superintendents of Land Records at these centres being marked. Sixty-eight scholarships to these schools are in the gift of Commissioners of Divisions.

Other Institutions not under the control of the Education Department.

9. Other institutions not under the control of the Education Department are the Medical and the Veterinary schools. It might be useful to include their statistics in future reports.

Government Reformatory, Insein. Statement III.

10. The Government Reformatory, Insein, is dealt with fully in a separate report to Government. It is managed as much as possible on educational lines, being under the control of the Director of Public Instruction who is assisted by a Committee of Visitors. Mr. Covernton is now making enquiries as to the management of English Reformatories, and on his return from leave will submit proposals for the improvement of this institution. During the year there were 83 boys, an increase of two on last year. There were six literary standards in the school and the pupils did well in the examinations. Boys are also taught other work including gardening, tinsmith work, carpentry, cane-work and boot-making. Examinations were held in tinsmith work, carpentry and cane-work in which the results were good. No examination appears to have been held in boot-making. In these technical subjects the instruction reaches the Seventh Standard. The reports which are received yearly from Deputy Inspectors of Schools regarding boys who have left the school are on the whole satisfactory. The proximity of the school to the jail is a disadvantage.

Manual Training, Kindergarten and Drawing.

11. Manual Training or 'Slöjd' is taught in all Normal Schools of the province, in St. John's College, Rangoon, and in the Roman Catholic Mission Anglo-Vernacular School, Thônzè. In the Normal Schools 63 were taught this subject, in these two Anglo-Vernacular Schools 461, a very gratifying increase over last year. If these schools can take a full course of manual training there is no reason why other schools should not do so. The training is of great value to the pupils.

Kindergarten Schools are not technical schools in the proper sense, being only a part of the ordinary school course. Teachers of this subject, however, pass special examinations, and require special training, and it is to be regretted that special salaries for them had to be withdrawn temporarily on account of want of funds.

Kindergarten of a modified kind is taught in Vernacular lay but seldom in monastic schools. There is a very substantial increase this year both in schools and pupils.

The new courses in Drawing were sanctioned during the year and are now in operation. It remains to be seen how many schools will be able to follow them. A special course for teachers will probably be needed. If this could be arranged as a holiday course during the next hot weather vacation a good number of teachers would probably attend.

The examinations this year were under the old curriculum. The total number of Anglo-Vernacular Schools taking this subject fell from 30 to 24, but the Inspectors do not indicate where the decrease occurred. The number of pupils presented, however, is substantially the same as last year and the passes are just as satisfactory.

In Vernacular Schools fewer schools took drawing, but passes increased by 14 per cent. Schools do not appreciate the value of drawing as they should. Only eight aided Anglo-Vernacular Schools taught the subject. It is to be feared that everything is sacrificed to the literary side of school work.

There was a decrease in the number of teachers appearing for the Teacher's Drawing Certificates. This may be explained by the fact that the number of unqualified teachers becomes less each year.

Vocal Music. 12. This subject continues to increase in popularity. It will make little progress among the Burmans, but all European Schools ought to teach it. Karens have a special liking for the subject, and even in small villages their efforts are surprisingly good. More teachers of the tonic sol-fa method are wanted.

Finance. 13. The total expenditure on Technical Schools fell from Rs. 60,375 to Rs. 59,649, a decrease of one per cent. The Reformatory School, Insein, and Kindergarten Schools shew a decrease of Rs. 6,457, and the Apprentice School, Insein, of Rs. 2,234. The cost of the Engineering Schools however rose from Rs. 18,403 to Rs. 26,411. This is due partly to the re-organization of the staff and partly to additional equipment for the schools. Scholarships increased from Rs. 2,075 to Rs. 2,233.

CHAPTER VIII.

FEMALE EDUCATION.

General. 1. In Burma female education is not complicated by religious difficulties, nor have Burman parents any strong objection to girls attending boys' schools, at any rate in their early years. They do object, however, to co-education later, and would gladly avail themselves of girls' schools in the strict sense of the term at that stage. Schools are classified in Burma as boys' or girls' schools according as one or other is in the majority. As has been pointed out before, a school may flit from one column to the other every year. Monastic schools do not as a rule admit girls, but there are exceptions among the more liberal minded monks.

Attendance. Statements I and III. 2. The total number of girls in institutions of all kinds, public and private, is 70,298, of whom 66,220 are in public institutions. One girl in every eleven of school-going age is now attending school as compared with one in twelve last year. This is a very satisfactory increase and speaks well for the interest parents have in girls' education. It ought to be remembered that the subjects of instruction for boys and girls are practically the same. It seems very probable that if subjects specially suited for girls were introduced figures would shew a still greater increase. If also Inspectresses dealt with these subjects one might venture to prophesy a hearty response on the part of parents. Needlework, for example, receives at the hands of Deputy Inspectors of Schools no encouragement, and a decline is reported in the number of Vernacular schools taking this subject.

The largest number of girls in attendance in public schools is to be found in Pegu, but the Irrawaddy and Tenasserim Divisions are not far behind. Even the Chin Hills and the Northern and Southern Shan States contribute to the total. The most backward of the divisions is Arakan, where the conditions, owing to the large infusion of Indian blood, are different from those in other parts of Burma.

Collegiate and Special Schools. Statement IIIA. 3. The number of girls in the colleges fluctuates for no particular reason. It is satisfactory to find that five attended during the year compared with two in 1906-07.

In Training schools the numbers fell from 165 to 98 largely due to the fact that the conditions of admission were changed.

There was a substantial increase in industrial departments.

Number and attendance in Girls' Schools. Statement V. 4 There is an increase of one Anglo-Vernacular school and 665 pupils over last year, a rise of 22 per cent. in attendance. On the Vernacular side the increase in schools and attendance was 3 and 306 or 7 and 11 per cent. respectively.

5. Of the girls in public institutions 64,615 were in Primary standards, 1,099 in the Middle stage and 97 in the High stage of instruction. This represents a considerable increase in the Primary stage, a small increase in the Middle but a serious fall of 19 per cent. in the High stage. It is not surprising that the great majority are in the primary stages. It is only in the Anglo-Vernacular schools that any great desire is shewn to go to the higher stages, and there English is the attraction. The jungle Burman does not at present see the use of educating girls beyond the lower standards. Stages of Instruction and Management. Statement V.

Government does not maintain any European or Anglo-Vernacular schools for girls. There are however four Government Vernacular schools and the attendance has risen from 205 to 244. The work done here is of a much better kind than that of the average lay school, as the teachers are carefully selected. It has been suggested that Normal teachers might be attached to some of these when they reach the Sixth Standard. As was noted in last year's report, where Girls' Normal Schools are in large towns it is difficult to maintain a Vernacular Normal School as the demand for English is so great. The same difficulty would not exist if girls were trained in their own villages.

6. For the High School Final Examination 34 appeared and 14 passed, three in the first division. For the Entrance Examination 6 appeared and 5 passed. In the Seventh Standard 120 were presented and 57 passed, a lower percentage than last year. Examinations. Statement VI.

On the Vernacular side no girl appeared for the Ninth Standard; one entered for the Eighth but failed. In the Seventh Standard 73 appeared and 15 passed, a much higher percentage than last year.

The ordinary school examinations shew an increased number of passes among girls.

7. Under the European Code girls gain a larger proportion of scholarships than boys. This will be referred to in Chapter IX. In the Anglo-Vernacular schools no scholarships were gained by girls in the Entrance Examination, and in the Middle English Scholarship Examination only three. Of ordinary Normal Stipends 75, and of the Special European Stipends 9 were given to girls. Scholarships.

8. Expenditure on female education has increased by ten per cent. but this has practically all gone to Secondary education. The expenditure on Primary Schools shows a decrease under every head except "Other Sources," where the increase is 57 per cent. The total decrease is thirteen per cent. That this decrease is largely accounted for by the raising of primary schools to the Secondary grade (the whole school being then regarded as Secondary) is apparent from the fact that last year Provincial Funds paid to Model Vernacular Girls' Schools of the Primary Grade Rs. 5,783; during the year under report the payments were to Primary Schools Rs. 2,746; to Secondary Schools, of which there were none in 1906-07, Rs. 3,214. This classification of schools seems unfortunate as it renders it difficult to say exactly how much is spent on Primary education. Finance. Statement IV.

The total expenditure on Girls' Vernacular Schools is Rs. 85,367 and on Girls' Anglo-Vernacular-Schools Rs. 2,41,687. The cost of Anglo-Vernacular Secondary Schools has risen by Rs. 39,789, while that of Anglo-Vernacular Primary Schools has fallen by Rs. 2,802. The increase is due to the larger number of girls' schools.

To this increase under Secondary School fees and other sources contributed, but the largest share was borne by Provincial Funds, which paid Rs. 72,692, as compared with Rs. 27,477, in 1906-07. Contributions from Local and Municipal Funds fell from Rs. 44,377 to Rs. 25,568, due to the transfer of charges for European Schools to the Provincial budget.

The total amount of contributions from Local and Municipal Funds fell from Rs. 86,321 to Rs. 65,893, the loss under Anglo-Vernacular Secondary Schools accounting for almost the whole of this decrease. The percentage of direct expenditure from public funds on girls' schools of all classes was 11·5 as compared with 11·6 in 1906-07.

CHAPTER IX.

EUROPEAN EDUCATION.

Definition.

1. According to the European Code a European signifies any person of European descent, pure or mixed, who retains European habits and modes of life. Schools registered under this code may, however, admit pupils of other races up to a maximum of 15 per cent. of the total number on roll.

Statement III.

The total number of European and Eurasian pupils in all classes of registered institutions was for the year under report 3,518, an increase of 3 per cent. over last year, but of these no fewer than 1,296 were in schools registered under the Anglo-Vernacular Code. This number will be much reduced next year as several schools which declined to transfer themselves when the European Code was introduced have agreed to do so from April 1908.

Collegiate Education.

2. There is a very gratifying increase of European students in the Collegiate stage of education, the figures having risen from 15 to 27, including four girls. It is regrettable that more Europeans do not avail themselves of higher instruction. This may be due to the demand for Europeans in the mercantile community which is so considerable that boys with moderate attainments are able to command good salaries. There is also the fact that a few who might otherwise continue their studies here go to Europe. As regards girls, there is so great a demand for them as teachers that one who has passed the High School Final Examination can command a substantial salary. The limit of age for High School Scholarships may also have prevented pupils who were not well-to-do from going on to the College.

General System of Education.

3. During the year the work of the schools was regulated by the revised Code for India and Burma. In the Middle and High Departments this code prescribed two compulsory subjects, English and Arithmetic, and offered a large number of optional subjects from which a choice could be made of six in the Middle School and seven in the High School Examination. This choice, however, was conditioned in the case of boys by the fact that they were obliged to take Euclid, Algebra and a second language, while girls had to take Domestic Economy. An additional rule provided that pupils need not pass in more than two of these optional subjects in the Middle School and three in the High School.

This arrangement was in many ways unsatisfactory. Time was wasted in teaching pupils certain subjects in which they need not pass and yet the Code prescribed that they must be included in the time-table. The arrangement of curricula was also unsuitable, while enough stress was not laid on subjects that ought to be included in a sound elementary education. Permission was given to the Local Government to modify the Code and it was referred to a Sub-Committee of the Educational Syndicate for advice as to necessary alterations. This report was submitted to the Local Government through the Director of Public Instruction, and is now under consideration.

Schools, Secondary and Primary.

4. There were during the year 16 Secondary and 2 Primary schools. Of the Secondary schools 9 have High Departments. The largest number of schools and pupils is naturally to be found in Rangoon. Of the 18 schools referred to above only one, the Government European School, Maymyo, was under public management, the others, with the exception of the two Primary Schools managed by the Burma Railway Company, being under Missionary Agency.

Of the total number of pupils attending European Schools 141 were returned as non-Europeans. This is 10 fewer than last year. The percentage of Europeans in these schools is thus 94 against 93 last year.

Again 1,296 European pupils are reported as being in non-European schools against 1,283 last year. Thus 37 per cent. of the total number of Europeans were in non-European schools, a fall of one per cent.

Of the 2,334 pupils returned as in European Schools, excluding the Industrial School, Prome Road, 1,767 or about 76 per cent. were in the Primary Standards, 453 or about 19 were in the Middle School Standards, while 114 or 5 per cent. were in the High School Standards. Of the 114 pupils in the High

stage of instruction 74 were girls and 40 were boys, a fall of 27 and 10 respectively. There is also a fall in the figures for the Middle School among girls but an increase among boys. The Primary Standards show a substantial increase on both sides.

Last year it was noted that the numbers in the Primary, Middle and High Departments were roughly speaking in the ratio of 9: 3: 1. This year the disparity is still more striking as the ratio is more nearly 16 : 4 : 1. It seems incredible that nearly three-fourths of the pupils leave after the primary stage. What becomes of boys who leave at this stage one can only conjecture. Any employment they can get must be of the poorest kind and the qualifications are not likely to lead to promotion. Girls are taken away to help at home, and not infrequently marry at this stage! If one could only see the Middle School stage better attended there would be some satisfaction, as the Middle School Final Examination is a guarantee of respectable efficiency.

Schools by grades and sex of pupils.

5. Of the 18 primary and secondary schools 2 receive boys only, the Diocesan School, Rangoon, and the Government European School, Maymyo. They are High Schools. The Methodist School, Thandaung, is a High School for boys and girls, the American Baptist Mission School, Mandalay, is a Middle School for boys and girls, the others are girls' schools which admit little boys in some of the Primary Standards. There is thus a preponderance of girls' schools. The reason of this is that the majority of European boys were at the close of the year still in Anglo-Vernacular Schools. A considerable increase in the number of schools for boys will be found in next year's figures.

Examinations.

6. Examinations were held by the Inspector in Standards IV, VII and IX, the end of the Primary, Middle and High School courses respectively. In Standards I, II and III the school tests were generally taken as the basis for promotions, except in schools where it was apparent that work had not been properly done, when an oral test was applied by the Inspector. In Standards V, VI and VIII the school tests were again taken but were supplemented by an examination in two subjects by the Inspector. One of the subjects was English and the other was not named until the day of the examination. Thus with a minimum of examination a very fair outside test was applied with the view of confirming the promotions proposed as the results of the school examinations.

The system of allowing schools to promote their pupils solely on school tests is not suited to our present stage of advancement. Managers must rely to a large extent on their assistant teachers for recommendations and the latter are often unduly lenient while attempts are even made to coerce the manager by threats of migration to another school. On the other hand examination by the Inspector is a stimulus both to pupil and teacher and ensures that those promoted are really fit to take up the work of the higher standard. Undeserved promotion, however gratifying to the pupil at the time, is disastrous in the end, and hinders the work of his new standard.

Primary Examination.

7. In the examination of Standard IV the work was not found to be satisfactory. It was poor in quality and the written papers were untidy. That pupils at this stage can write well and neatly was proved by the papers submitted by the Methodist School, Thandaung, which were models of neatness and accuracy. The passes at this stage numbered 244 compared with 286 last year.

Middle School Examination.

8. The passes in the Middle School Final Examination were not satisfactory. It is impossible to account for this except by saying that this year the pupils were not as good as those of the previous year. As an example of this, one school which gained six scholarships in 1906 failed to gain any this year. It is necessary to impress on all concerned that steady work in Standards V and VI is required if pupils are to pass the Middle School examination.

High School Examination. Statement VI.

9. In the High School Final Examination 11 boys and 14 girls passed, nearly the same numbers as last year. Three candidates, all girls from the Methodist Girls' School, Rangoon, were placed in the First Division. Hope Wilkins who headed the list deserves special mention for gaining distinction, that is 75 per cent. of the marks, in six subjects. Boys took a creditable place in the Second Division as they did last year, but so far none has reached the first division.

General Report. 10. A general report was issued to all schools on the results of the examination embodying the remarks and suggestions of the various examiners.

Grants. 11. Although a system of grants is laid down in the unified Code under which schools worked during the year, Burma has been allowed to retain the system of grants which applies to Anglo-Vernacular Schools. Under this system Government, so far as funds allow, pays the half salaries of all recognized teachers. Schools are also eligible for building grants and other grants allowed under the Anglo-Vernacular Code. For the next two or three years increased grants will be necessary under half-salaries and building grants as next year will shew several new European schools for which building grants and teachers' salary grants will be asked. Every effort should be made to meet all reasonable demands, as managers are doing their utmost to extend the benefits of the European Code to all for whom it was intended. The very large number of Europeans in non-European Schools which this year's report shews will be reduced to something very small next year.

Orphan and Boarder Stipends. 12. These stipends, which numbered 59 and 34 last year, were increased to 67 and 41 during the year under report. They are a means of providing many poor children with a decent education.

Scholarships 13. Scholarships were awarded under the rules to those who were under the age limit, 12 years in Standard IV, 15 in Standard VII and 17 in Standard IX. It has been suggested that this limit should be raised by a year. In the Middle Scholarship examination the full number of scholarships could not be awarded as there were not sufficient successful candidates under fifteen.

Of the Primary Scholarships one was gained by boys and 14 by girls; of the Middle Scholarships seven were gained by boys and four by girls; of the High School Scholarships three were gained by boys and four by girls.

Staff. 14. The grave weakness in the scheme of European education is the number of women teachers. Girls' schools preponderate, as stated above, but even in boys' schools it is not found possible to procure male teachers. In two schools where co-education must of necessity be allowed up to the Middle and High stages, the staff is composed entirely of women. In boys' schools, except in the lower classes, the teachers ought to be men. Those who begin in the teaching profession gradually drift into other services where pay is higher and prospects better. The total number of teachers in European schools was during the year 146 of whom 96 or over 65 per cent. were certificated and of these 59 had been trained at a Normal School. These figures are exceedingly good.

Training of Teachers. 15. There is no special training school for European teachers. They are to be found in the ordinary Anglo-Vernacular Normal Schools. The European Training College opened at Sanawar has not yet attracted any student from Burma and probably never will. The distance from Burma is one objection; another is that students qualifying there are no better off as regards prospects than those who qualify here. Burma has this year 22 European students in the various Normal Schools. Of these 17 are girls. Government would probably not undertake the separate training of girls, while religious differences would make it difficult to entrust the task to any single mission agency. There are enough European girls under training, however, to form one girls' Normal School, and if this were possible the benefit to the girls would be very great. Working as they now do, with Burmans as fellow students, they cannot make the most of their period of training. European male students are so few that no special class could be formed for them.

Buildings. 16. On the whole European Schools are supplied with good buildings, and the enterprise of Missionary bodies in this respect is well worthy of support. Those in Maymyo are excellent. Not one of the schools, however, possesses a laboratory of any kind. This is much to be regretted. It ought to be possible to give European pupils some knowledge of Elementary Science.

Technical Education. 17. Technical education in the proper sense of the word is given only in the Industrial Convent in Prome Road, where some 29 girls were last year instructed

in lace-making, dress-making, cutting out and cooking. Their work was reported to be excellent. If every girl could be put through a course in a school of this kind, even for six months at the end of her school career, she would learn much that would be of the greatest value in after life.

18. Three European students attended the Law classes during the year. Law. Statement III.

19. Four students attended the Medical College, Calcutta, but none of them seems to have done well in the annual examinations. Medicine.

20. There were five Europeans in the Upper Subordinate Class, none of special merit. In the Lower Subordinate Class there were four who shew rather more promise than the former. It is probable that two special scholarships for Europeans might attract better boys. Engineering.

21. Fourteen schools are provided with hostels, the exceptions being the two Railway Primary Schools at Insein and Yamèthin, the Branch Convent, Rangoon, and St. Phillip's School, Rangoon. These hostels are all well managed. The moral training of the pupils receives careful attention. Hostels.

22. The boys' schools play football and cricket and both have cadet companies. The Government European School, Maymyo, has some gymnastic apparatus and an instructor has been recently appointed. The growing Eurasian boy is apt to be somewhat slouching in his gait, but it is to be hoped that drill and gymnastics will make him smarter. Athletics.

The Girls' Schools generally do calisthenics. All are not equally successful. The two best schools are undoubtedly St. John's Convent, Rangoon, and St. Joseph's Convent, Moulmein, where the pupils perform their exercises with a vigour and precision which are highly commendable.

23. All European Schools ought to teach singing. The tonic sol-fa system is easily taught and a good song will often brighten a weary class. St. John's Convent, Rangoon, does far the best work in this subject. Vocal Music.

24. The total expenditure on European education rose from Rs. 2,24,401 to Rs. 3,45,001 and the Government share of this expenditure from Rs. 97,926 to Rs. 1,68,105. These totals include expenditure on buildings, to which public funds contributed Rs. 68,217 during the year under report, as compared with Rs. 14,135, during 1906-07. The introduction of the European Code has stimulated a desire to provide new schools for Europeans, and the large expenditure on buildings will continue for two or three years. Scholarships have increased from Rs. 1,533 to Rs. 5,097. Finance.

The expenditure on European schools (exclusive of building, scholarships, etc.) has increased from Rs. 1,77,564 to Rs. 2,02,411, an increase of fourteen per cent. Last year Provincial funds contributed only Rs. 39,105, this year their share is Rs. 93,636, the increase being largely due to the fact that European Schools were paid during 1907-08 entirely from Provincial Revenues. Expenditure from Municipal Funds, which in 1906-07 amounted to Rs. 34,087, has now practically disappeared. Fees shew a fair increase, but income from other sources is the same as last year. As there are only two schools which have no departments higher than the primary, the whole expenditure with the exception of Rs. 4,877 is shewn as Secondary. The increase under primary education is thirty one per cent., and under Secondary education fourteen per cent. The average cost of each European pupil is Rs. 91·09 as compared with Rs. 83·06 last year. To this cost public funds contribute Rs. 42·3, and private funds the balance.

CHAPTER X.

EDUCATION OF MAHOMEDANS.

1. Paragraph 1 of Chapter X of last year's report sufficiently explains the conditions of Mahomedan education in Burma.

Mahomedan schools, public and private, shew a decrease of 56 or 18 per cent., and pupils of 1,547 or 21 per cent., one in forty-three pupils of school-going age attend school. The decrease is entirely on the Vernacular side and is Number of Mahomedan Schools.

confined to Primary schools. The decrease in private schools is 48 and in public schools 7, so that the effect on departmental schools is small. The fall in pupils attending public schools is more serious, since Primary schools were attended by 459 pupils less than last year. As a set off to this, Secondary schools shewed an increase of 197. This decrease is entirely in Arakan, and the officiating Inspector attributes it to the fact that the Mahomedan community there is not enthusiastic about education, that the teachers are incompetent and that they are far removed from the control of the Deputy Inspector of Schools, who might do much to infuse life into both schools and schoolmasters. In Upper Burma though schools increased there was a considerable decrease in attendance owing to plague.

Classification of Schools.

2. Two schools, both in Rangoon, are Secondary Anglo-Vernacular with an attendance of 207. Only four vernacular schools have reached the secondary stage.

Mahomedans in Burma are usually half Burman and enter the ordinary schools freely. They speak Burmese and, except in Akyab, usually take it as their second language. That there is no great demand for separate Anglo-Vernacular Schools is shown by the fact that only 173 attend special Mahomedan schools while 1,736 are to be found in the ordinary Anglo-Vernacular schools.

There were 1,569 Mahomedan girls under instruction during the year under report, of whom 32 attended Aided Anglo-Vernacular schools, 953 Aided Vernacular schools and 584 Private schools.

Passes. Statement VI.

3. The passes gained by Mahomedans in the Higher Examinations include twelve in the Entrance Examination, two in the F A. and one in the B.A., a very much better result than last year, when there wereonly two passes by the Entrance Examination. The passes in the Middle School nearly doubled while those in the Primary were satisfactory.

Control.

4. A Deputy Inspector of Mahomedan Schools was appointed in February 1907, but in January 1908 he resigned. A new officer has since been appointed. One Deputy Inspector of Schools is unable to inspect the Mahomedan schools of the whole province. His work at present extends from Arakan to Shwebo, and includes schools scattered along the railway line. The peninsular portion of Tenasserim has not been visited at all. Another officer is required. One could then be stationed at Akyab, where there is plenty of work, the other at Rangoon. The Commissioner of the Arakan Division urges a separate appointment for his division. It was suggested that a Sub-Inspector should be placed there but it would be preferable that an officer of the status of a Deputy Inspector of Schools should be in charge of the most important Mahomedan work in Burma. The rest of the province affords plenty of scope for another officer of this rank. Meetings have been held at several places, and Mahomedans have shewn enthusiasm in opening schools. These new schools will flourish if frequently visited, but this is not possible under the present conditions.

CHAPTER XI.

EDUCATION OF SPECIAL CLASSES.

1. Some account of the various races included under this Chapter was given in the Quinquennial Report of last year.

There is an increase of 14 per cent. in institutions of all kinds and of 10 per cent. in attendance. Of the total number of schools 1,177 are public schools, an increase of 16 per cent. The attendance in these has increased by 14 per cent. Of these schools 29 are Anglo-Vernacular. Government maintains eight schools out of 1,177, the rest being under private management.

Karens.

2. The Karens are the most important race educationally, maintaining 12 Anglo-Vernacular and 852 Vernacular Schools. The latter have increased by 10 per cent. during the year. The attendance in both classes of Schools shews a satisfactory increase and reflects the interest taken by the people in education. Their schools are managed much better than the Burman schools

and for this they have to thank the efforts of the Baptist Missionaries who have laboured so long amongst them. A very fair proportion of pupils who take an Anglo-Vernacular course go on to the college, and many become teachers.

Girls share the desire of the boys for Secondary education, and the number of those studying in Middle and High standards is appreciable.

Reference has already been made under Technical education, to their native talent for music.

The Karens on the Hills east of Toungoo are not so far advanced as those of the plains and the delta. It is difficult for masters to obtain a livelihood there, and the Karen Normal Students trained at Toungoo are in danger of drifting into other employment. It would be well if small salaries to these men were granted so long as they maintained efficient schools.

Tamils and Telugus.

3. Tamils and Telugus come next in importance. The resident population have a high regard for English, and maintain 11 schools with 1,820 pupils. The Vernacular Schools, however, are largely attended by a migratory class and so rarely advance beyond the lower standards. The teachers in these Vernacular Schools are poorly qualified, as no good man will keep a school owing to the difficulty of collecting fees.

Talaings.

4. The Talaings, found chiefly in the Thatôn and Amherst Districts, maintain 72 public schools with an attendance of 3,370 pupils. There is in addition a large number of private monastic schools. A separate Sub-Inspector is in charge of Talaings. The work is carried on entirely in Burmese in the schools near the large centres, but in small and remote villages Talaing is used as the medium of instruction in the lower standards. The children are now taught to read and write Burmese. The Inspector of Schools, Eastern Circle, has submitted a special note on Talaing from which the following extracts are taken :—

"The Talaings possess a considerable literature. It includes a history of the Talaings and all, or nearly all, the Buddhist scriptures and records. The literature is on palm leaves and there are no printed books except a Thinbongyi reader by the Reverend E. O. Stevens and some religious publications of the American Baptist Mission. There is a large and valuable collection of palm leaves in U Pyinnya's Monastery at Kawhnat near Kadoe. They are said to be the work of the *pôngyi* of Fuah a village in Pegu District." * * *

"It is pleasing to note that in the *kyaungs* at Kawhnat, Zathabyin and Ywalut some encouragement is given to the study of Talaing. At these *kyaungs* oral examinations in Talaing are held under the patronage of the two leading timber merchants U Na Auk and Maung Shwe Lay, and prizes are awarded for success." * * * "In the curriculum for Vernacular Schools provision for the study of Karen which has no literature of its own has been made. It is treated as an optional subject, but results are paid on it, and its study is thus encouraged. It seems only fair that Talaing should be placed at least on an equal footing with Karen."

The Inspector goes on to point out that the alphabets of Burmese and Talaing are practically identical and that pupils who know Talaing learn Burmese very easily. He argues that Talaings, knowing the practical value of Burmese, will always study it but there is a danger of Talaing being neglected. He recommends that it should be made compulsory in Standards I and II in all registered Talaing Schools. The question is one which arises in connection with all the minor languages of Burma. There would seem to be no objection to allowing Talaing as an optional subject as is done in the case of Karen.

Shans.

5. Shan schools have risen from 37 to 112 and pupils from 1,318 to 2,911, owing to the fact that the country is being more thoroughly explored. The Shan School under the American Baptist Mission at Hsipaw is Anglo-Vernacular, and shews a large increase in attendance. It is still a Primary School.

Shan is not taught in these schools, and the Inspector of Schools and the Superintendent of the Northern Shan States think that it need not be taught. Perhaps this is a point on which further consideration is necessary. Shan has a very considerable literature, and the people, being to some extent isolated from Burma, are sure to maintain their language and national characteristics for many years. At any rate fairness seems to demand that the language should receive the same treatment as is meted out to Karen. Government maintains three schools, two Vernacular Model Schools at Lashio and Mogôk, the other

school Anglo-Vernacular for the sons of Shan Chiefs at Taunggyi. The first two have increased their attendance and promise well. The Chiefs' School has now seven standards and 73 pupils. The Principal reports a noticeable improvement in writing English. The school is hampered by want of accommodation, and plans for extending the building are under consideration.

Chinese. 6. There are two Chinese schools, as last year, one at Bhamo maintained by Government and one in Mandalay under the Roman Catholic Mission. There is a small decrease in the attendance in the former while the latter shews a small increase. The former school, as was stated last year, was established for a special purpose which it does not seem to have fulfilled. It has long been unfavourably reported on and is now being given a last trial before deciding whether it will serve any useful purpose to maintain it any longer. There is also a special Chinese class attached to the Methodist Episcopal Burmese Boys' school, Rangoon. As a rule, however, the Chinaman does not demand any special school for his children. They attend the ordinary Anglo-Vernacular Schools.

Chins. 7. Education has not made much headway among the Chins, but a good beginning has been made. There are altogether 16 schools as compared with 14 last year. The attendance has also increased. The Government School at Falam has proved popular and has nearly doubled its attendance. A new school has been opened at Mindat Sakan in the Pakôkku Chin Hills and will be reported on next year. There are a few schools among the Chins of the Sandoway, Henzada and Thayetmyo Districts.

Anglo-Vernacular Schools exist at Sandoway and Thayetmyo, all under the American Baptist Mission. They are fairly attended. There is also a vernacular school under the same Mission at Haka.

The Chin language has now been provided with a romanized alphabet, and the language will be taught in all registered schools as an additional subject.

Kachins. 8. Education is spreading among the Kachins. There are now 15 public schools, an increase of 6 over last year. Of these two are Government, one at Sinlumkaba and another at Waranaung. These have increased their attendance from 22 to 46. The attendance in aided schools has risen from 211 to 295. The difficulty in establishing Kachin schools is, as the Inspector of the Northern Circle points out, that Kachin villages are usually too small to enable a teacher to earn a livelihood. The difficulty would be overcome by small monthly salaries to men selected to open schools. At Sinlumkaba the boys of the upper class might receive instruction in elementary practical teaching and such as deserved recognition should receive certificates qualifying for work in the hills. These men would be eligible for any salaries sanctioned for teachers with the ordinary certificates. Some years ago a Normal Class existed in Bhamo for Kachins. It was then premature and too ambitious. A simple course in practical work is all that is needed for the present.

Kachin has also been given a romanized alphabet and is taught in schools.

Other races. 9. Palaungs, Taungthus and Manipurians among them have 11 schools, but this is a decrease of thirty-two per cent. on last year's figures.

School for the Blind. 10. The only school for the blind is at Moulmein. It is managed by a Committee and receives Government aid in the shape of monthly salaries and the usual grants. The average attendance during the year was 14. A special course up to Standard IV is prescribed. Mr. Wales, Principal of the Government High School, Moulmein, who examined the school, reports the work well done, especially the geography. Basket weaving and cane work are also taught.

CHAPTER XII.

PRIVATE INSTITUTIONS.

General. 1. The number of these institutions can only be regarded as approximate. As the Deputy Inspector of Schools has more time to visit his charge he makes

excursions to villages which had never before been visited and so an addition is made to private schools; but time does not always permit these wanderings and parts of the districts are still unknown. There is therefore no finality about these figures, and until the inspecting staff is largely increased anything like a true statement of private institutions will be impossible.

Number. Statement III.

2. Even present figures are very large. There are nearly 16,000 schools with an attendance of nearly 175,000 pupils. This is an increase over last year. All these pupils, except about 4,000, are Buddhist, mostly in monasteries. There are, however, 101 schools shewn as girls' schools with an attendance of 1,704. Mohamedan pupils form the largest part of the 4,000 pupils above referred to and are found in 164 schools. The average attendance in Vernacular private schools is 11.

In the last report it was noted that it might be possible by means of a modified curriculum to recognize the instruction in some of these schools and proposals are now under consideration to this end. The schools are most numerous in Upper Burma, but the Lower Burma Divisions still furnish a number. The returns from the Shan States are meagre and cannot represent the true state of affairs.

CHAPTER XIII.

MORALS AND MANNERS, EXERCISE AND HOSTELS.

Moral training of the Anglo-Vernacular school.

1. A serious and frequent criticism of the educational system in this Province is directed against the alleged neglect of moral training. It is pointed out that in our Anglo-Vernacular Schools, which belong, with few exceptions, to Government or to Christian Missions, direct ethical teaching is either omitted altogether or conveyed through the channel of an alien religion; while in Vernacular education the monastery, which alone is capable of exercising an effective influence upon Burman character and manners, is gradually being ousted by the lay school. The fruits of this neglect are said to be already apparent in the product of our Anglo-Vernacular Schools. The Anglo-Vernacular school-boy has but few friends. There is indeed an alarming unanimity among district officers and others who ought to know, as to his want of manners, of consideration and respect for others, of self-restraint and sense of duty. To quote the words of one Deputy Commissioner, he is "a vicious hooligan, with even less than the pluck of his prototype, spoiled, scented and a bully, a nuisance to his parents and to the community in general, and a reproach to our educational system." But it should be remembered that similar opinions have been expressed with equal force about education in England at all stages of its development. This is partly due to a natural tendency to idealise the past, and partly perhaps, in the East, to misunderstanding or lack of sympathy. Englishmen in this country too often believe that among Burmans the use of boots implies moral depravity. Hence such opinions, however common, should be received with caution. Although it is unhappily true that glaring examples of bad manners and want of discipline have occurred in Rangoon during the year, both on the football field and in the school, I am not prepared to admit that the Anglo-Vernacular boy is generally at all inferior in manners or morals to the average pupil of the monastic school. If he is, this unfortunate result is due, less to the system of education than to the surroundings of the more important Anglo-Vernacular Schools. As the Inspector of Schools, Central Circle, points out, "the purlieus of a great port are not the best training ground for youth," and it is significant that the Rangoon Schools, to which most exception is taken, are on the whole better staffed than those in the district. Evidently, then, there are influences in town life which the best of schools can do little to counteract unless supported by the active co-operation of parents and guardians, nor is it just to compare the unsophisticated scholar of a secluded jungle monastery with the alert and intelligent but hardly reverential student of the town Anglo-Vernacular Schools. A comparison of the Rangoon monastic with the Rangoon Anglo-Vernacular institutions will be greatly to the advantage of the latter.

Vernacular Lay Schools.

2. As regards the Vernacular Lay Schools, the introduction of which, though commonly attributed to a misguided educational policy, is really the result of monastic inertia, I cannot do better than quote the remarks of the Inspector of Schools, Central Circle. "We may admit that the tone of the best monastic schools is better than the tone of the best lay schools, but it is impossible to maintain that a good lay school under a trained teacher gives no satisfactory training in morals and character to its pupils. On the other hand the value of the training given in a very large proportion of monastic schools is supremely doubtful. I cannot believe that the daily shikoing of the *pôngyi* and the image and the free use of the cane extended over a period of two or three years, has immense moral effects on the young Burman. The behaviour of the school-boys of the *kyaungs* that fringe the railway between Myohaung and Mandalay is alone sufficient to confute this view. The great desideratum is to combine the good points of both classes of school. Meanwhile, credit where credit is due! and to the lay-school must be given the credit of having stimulated monastic managers to qualify themselves as teachers and bring their schools up to modern requirements. If the discipline of the lay-school often leaves much to be desired, the discipline and tone of the monastic schools is often far from perfect. The Burman parent cannot evade his share of responsibility in the matter. Until he supports the lay school manager by treating him with some fraction of the respect which he accords to the *pôngyi* he cannot expect his children to submit to discipline."

The character of the religious instruction in Lay and Monastic Schools.

3. If however the monastery is indeed superior to the lay school, this superiority is not due to the character of the religious instruction. Religious instruction of the same kind is provided in both classes of school, and consists of the repetition of unintelligible Pâli formulæ, often supposed to possess strange magical powers, on the principle "omne ignotum pro magnifico." Such methods could never be recognised by Government even if it were decided to admit the national religion (or any other) into schools under public management. This question has recently formed the subject of discussion at the instance of Mr. Potter, Inspector of Schools, Northern Circle, who has given much attention to the matter in his Annual Report. The result of a circular addressed to Commissioners and others showed a remarkable consensus in favour of introducing direct religious or moral instruction as a necessary part of the curriculum, only two of the seven Commissioners being against the proposal, while the majority of those consulted held that effective moral teaching could only be conveyed through the medium of the pupil's own religion, *i.e.*, in most cases, Buddhism. Practical difficulties were admitted, among them that of reversing a traditional policy of Government, but it was pointed out that conditions are not the same here as in India, and that a policy of religious indifference is unsuited to a country where more than ninety per cent of the inhabitants are of one faith. Mr. Clayton, Deputy Commissioner, Ma-ubin, after discussing various objections, summarises the general view as follows: "in any event these disadvantages appear to me to fade into insignificance before the benefits that would result from a definite recognition by Government of what I regard as the indubitable fact, that education without moral training is a curse rather than a blessing, and that moral training can only be successful if based on the sanction of a living creed."

Direct moral or religious instruction not essential in a school.

4. No one would deny that the formation of character is one of the chief aims of education; but it does not follow that direct moral, still less religious, instruction is essential in school. Formal teaching of this kind is frequently dull and wearisome and so fails of its effect. The strongest and most lasting moral influences of school life are derived from habits formed and from the spirit in which the work is done. Such influences moreover depend for their effect on the character of the teachers. If these are mere hirelings who "dismiss their cares when they dismiss their flock" the tone of the school suffers; but a teacher with a sense of duty is the best text-book of morality. Hence the true remedy for present discontents will be found not in the enforcement of separate moral or religious instruction, but rather, as stated in a previous report, in "the importation of teachers, whose native force of character and thorough educational training,

gained in a healthy moral atmosphere, combine to exert a sound ethical influence as well as to attract respect and cheerful obedience." If however we are to accept what is apparently the general view, that direct ethical teaching of some kind is also desirable, I am strongly of opinion that it should be delivered by the school teachers themselves, not by lecturers introduced for the purpose. This is the opinion expressed in a recent circular of the Moral Instruction League:— "We do not view with approval the practice of introducing special teachers or lecturers for such subjects as temperance, hygiene, thrift, etc. These themes lose in moral value if treated as isolated departments of study. The character should be regarded as a whole, and to invest any particular habit with the distinction of an extra subject only confuses the child's moral sense. The teacher who through daily and hourly intercourse, is familiar with the thoughts and sentiments of the scholars is best fitted to deal with the delicate task of training their ethical judgment."

Hostels.

5. Ascham's ideal of "severe parents and gentle masters" is not yet realised in Burma, and it may be added that if parents lack severity, masters will have little opportunity for mildness. The former seem however to be taking more and more interest in the training of their children; but improvement in the quality of the latter depends entirely on sordid considerations of pay and prospects. Meanwhile the proportion of day boys is so large that the chief responsibility must always lie with the parents; the hours spent in school can have little influence in comparison with those spent at home or in the street. The extension of the hostel system in Government and Aided Schools, the improvement of the existing hostels in management and accommodation, and the exercise of some supervision, where possible, over pupils who are living with "friends," are the best means of minimising adverse conditions. As regards this last point, action on the part of the school authorities is only too likely to be resented as interference, but the Principals of Anglo-Vernacular Schools have been reminded of their responsibility in cases where the lodgings chosen are obviously undesirable; more than this cannot be done. As to hostels it is to be regretted that unsatisfactory reports continue to be received regarding management and supervision in some Government and Municipal Schools, but the majority are working well. In aided schools the accommodation is frequently inadequate, but when a European Missionary is in charge the hostel is usually well controlled and supervised. The number of hostels attached to Government or Municipal institutions is now 14 as against 13 in 1906-07, while aided schools have 84 against 79 in that year. Those for girls number 41. Statement VIII.

Physical exercises.

6. One of the great advantages of a boarding school lies in the facilities afforded for physical exercise. Football is far the most popular game in Anglo-Vernacular Schools, but it is seldom properly organised, and too much attention is given to the achievements of the senior boys. Indeed the feeling at an important match is so great that regrettable incidents are not unknown, and during the last season the spectators gave unpleasant evidence of their inferiority to ordinary English school-boys. Want of self-control in the moment of success or failure is one of the most conspicuous weaknesses of the Burmese character, a weakness which well conducted school games can do much to correct.

When the football season is over, games are not regularly played, as the Burman dislikes cricket and takes only a mild interest in hockey. It is a pity that the latter game at any rate cannot be made popular here as it is in Bombay, the lack of regular exercise for the greater part of the year constitutes a serious defect in the arrangements of most Anglo-Vernacular Schools. Vernacular Schools, as far as I know, never indulge in football, but there is a considerable variety of native Burmese games, chief of which is the well known game of chin-lôn.

Athletic Sports are held annually at the more important Anglo-Vernacular Schools, and gymnastic instruction is regularly given at some institutions under Government management. Drill is taught at most Anglo-Vernacular Schools and also in some Vernacular; but it is a subject in which few teachers take much interest, nor can it be described as popular among the pupils.

In European Schools in the Province it is gratifying to notice the increased interest shewn in volunteering which is perhaps the best method of improving physique and moral stamina.

CHAPTER XIV.

EDUCATIONAL CONFERENCES.

Text Books and Libraries.

Educational Conferences.

1. Conferences of all educational officers and selected managers were held by the Director of Public Instruction to discuss the new syllabus in drawing and to elaborate the rules for the new High School Final Examination. Proposals were submitted to Government and have received sanction.

Conferences of Managers, Anglo-Vernacular and Vernacular have been held during the year. In the Eastern Circle they were held at all district Headquarters and were generally well attended except in Mergui, where communications are difficult. The Northern Circle increased its conferences. In the Western Circle only two were held, one at Bassein for the Irrawaddy Division and one at Akyab for Arakan. The district conference is a valuable asset and Deputy Inspectors of Schools must hold one every year. Where communication is only by road it is not surprising that managers do not attend divisional conferences. Those of the Central Circle suffered in this respect, some districts being hardly represented at all. The Inspector of that circle reports that several Deputy Inspectors of Schools did not attend.

Monks have been fairly represented at these Conferences, but probably something more might be done by way of inducing them to attend.

The desire of all to read papers is still strong and there will be some danger of the Conferences leading to talk and nothing else. The Inspector of the Northern Circle points out that managers benefit far more from practical demonstration. It might be well to have series of demonstration lessons on those subjects where faulty methods are most common. "How to teach Geography," for example, would prove useful to all managers if a series of three or four lessons were given.

TEXT-BOOK COMMITTEE.

2. Paragraph 4 of last year's report gives a synopsis of the duties of this Committee.

The Anglo-Vernacular Sub-Committee held two meetings during the year and the Vernacular Sub-Committee two. Books are circulated to members who record their opinions. These are discussed at a meeting subsequently held. A list of books approved is submitted to Government and this is notified half-yearly in the Government Gazette. Publishers both in England and India keep the Committee well supplied with specimens of new books.

Editor, Vernacular Text-Books.

3. This office prepares original books, adapts and translates when necessary and also does miscellaneous translation work for the Director of Public Instruction. Several books for the new Higher Grade Vernacular Teacher's Certificate were translated and this work is still incomplete.

Burmese Educational Magazine.

4. This magazine which is published monthly is edited by the Sub-Editor, Vernacular Text Books and continues to be a useful publication. It has attained a circulation of nearly 900 copies. It is a useful medium for communicating official instruction to schools. The difficulty is to induce managers to contribute articles.

LIBRARIES.

Libraries.

5. The Bernard Free Library received 772 new books in all departments of literature during the year. This institution was founded to enable scholars and students, especially poor scholars and students, to consult books of reference and to prosecute researches beyond the compass of a private library an object which is kept steadily in view in the selection of new books. Mention should be made of

two donations received, one of Rs. 250 from the Rangoon Town Clerks' Association and one of Rs. 25 from U Zagaya, Gainggyôk *Sayadaw* of Budalin, Môngwa. Both gifts were to be applied to the purchase of Buddhist works. They were supplemented by similar contributions from Government. The income of the Library, which is almost entirely supported by Government, amounted to Rs. 8,593-2-0.

The Rangoon Literary Society maintains a subscription library and reading room. The membership has increased considerably during the past year.

The Teachers' Institute continues to be popular with teachers, who find the Library and Reading room, which is well furnished with educational papers, of great value.

CHAPTER XV.

FINANCE.

Sources of Income.

1. The sources of income and expenditure are fully described in paragraph 2, Chapter XV of the Quinquennial Report of last year.

Total Expenditure. Statement IV.

2. The total expenditure on education has increased to nearly forty lakhs, an increase of thirteen per cent. over last year. Of this total Provincial Revenues paid just under one-half and fees about one-fourth, leaving the balance to be met from Local and Municipal Funds and Contributions from private sources.

Provincial Funds. Statements II and IV.

3. The annual assignment to Education from Provincial Funds increased from over sixteen lakhs in 1906-07 to over eighteen lakhs in the year under report. The percentage of the total expenditure borne by Provincial Revenues is now 47·8 as compared with 46·2 last year. Nearly five lakhs were spent on Secondary Education, an increase of nearly a lakh. Expenditure on buildings and furniture increased by nearly a lakh to Rs. 3,76,231. The cost of Direction and Inspection also amounted to more than 3½ lakhs. The expenditure on primary education remained substantially the same as last year, while Collegiate education received a much larger share than in the previous year.

District Funds. Statements II and IV.

4. The expenditure from District Funds has increased by fifteen per cent., but owing to the general increase the proportion borne by these funds is only 7·9 as compared with 7·8 last year. The bulk of this outlay is applied to the upkeep of primary schools, less than one-fourth going to secondary schools. The number of districts contributing more than twenty per cent. of the District Cess Funds is four as compared with two last year while ten fell below the minimum of fifteen per cent. A scheme for District Cess Vernacular Schools would be feasible, as Mr. Covernton pointed out, if the average contributions of Cess Funds were raised. In Arakan a special contribution has been sanctioned and a scheme of this kind is now under consideration.

Municipal Funds. Statements II and IV.

5. Expenditure from Municipal Funds is practically stationary, while the proportion of total expenditure borne has declined from 9·4 to 8·4. The amount spent on Primary Schools, the proper object for Municipal expenditure on education, has decreased by nearly fifteen per cent. whereas the expenditure on Secondary Education has increased. Only nineteen per cent. is given to Primary Education as compared with twenty-three per cent. in 1906-07. This percentage is far too small. In twelve Municipalities *pro rata* reductions varying from three to fifty-four per cent. were made in grants payable to Vernacular schools. Such reductions have a most unfortunate effect on Vernacular education. In Zalun the reduction was 54 per cent., in Shwedaung 47, in Thayetmyo 46, in Allanmyo-Ywataung 23, and in Mandalay 19. Municipal Schools (which are all Anglo-Vernacular) are being gradually taken over by Government, and such Municipalities as are relieved should be able to devote a larger share of their income to the development of vernacular education.

Fees. Statements II and IV.

6. The income from fees has increased by six per cent., being now nearly ten lakhs. This takes no account of fees levied in aided Vernacular schools, the amount of which it is impossible to estimate. In the Quinquennial Report it was stated that measures had been taken to enable an approximate estimate to

be formed. These measures refer to statements of income and expenditure from Vernacular schools required under the revised Education Code. As this Code was not sanctioned at the close of the year figures are still unavailable. Fees now amount to 24·7 per cent. of the expenditure as compared with 26·2 per cent. in 1906-07.

Other sources. Statements II and IV.

7. Expenditure from other sources has increased by twenty per cent., which shews that managers are endeavouring to provide their share of the general increase, but it is still true, as it was last year, that according to the statistics hardly any of this increase goes to Primary education. Expenditure from 'Other Sources' on primary education has fallen by twenty-six per cent. It is possible that the arrangement which includes the primary departments of Middle and High Schools as Secondary Schools is responsible for the decrease and that more is really spent on primary education than these figures shew. The largest increase is under buildings, where the expenditure has increased by 85 per cent.; but colleges and special schools have also benefited. "Other Sources" contribute 11·1 per cent. of the total expenditure as compared with 10·4 last year.

Increase and decrease of expenditure on various classes of institutions. Statement IV.

8. Direct expenditure on all classes of institutions has increased, the increases varying from twenty-eight per cent. in the case of colleges to two per cent. in the case of primary schools, while the cost of Secondary education increased by thirteen per cent.

As regards indirect expenditure there is an increase under all heads except that of furniture. Expenditure on Scholarships has increased. The question of reviving Primary Scholarships in Vernacular Schools is still under consideration.

Cost per head. Statement IV.

9. The average expenditure per head of population has risen from 5 annas 4 pies to 6 annas.

Grants-in-Aid.

10. European and Anglo-Vernacular Schools receive either a fixed grant or half salaries together with an ordinary grant. As was pointed out last year, the latter method is not satisfactory, and no doubt a simpler form of calculating grants might be devised. As far as can be judged from the inspection of school accounts, the rules as they stand require Government to bear more than a fair share of expenditure. It seems necessary also to pay grants to schools under religious orders on some other basis. Government does not undertake to pay more than the difference between the receipts and expenditure of a school. Hence those schools in which teaching is given without a salary by the nuns or Christian Brothers are not on the same footing as other institutions, and should be aided in a different way. The majority of vernacular schools still remain under the results grant system but a few receive fixed grants. Managers under the latter system are dissatisfied and in every case would gladly revert to results grants if they were allowed to do so. A system of payment on average attendance is under consideration. It should also be possible to pay salaries to all certificated teachers so long as they maintain efficient schools.

Reconciliation of net Provincial charges.

11. As directed in paragraph 9 of the Resolution on the Third Quinquennial Report on Public Instruction in Burma for the years 1902-03—1906-07, the figures of expenditure given in the appended educational tables have been reconciled with the net expenditure shown by the Accountant-General under the head 22 Education. The result of the reconciliation is given below :—

The total Provincial charges for the year under report amounted to Rs. 20,64,155, of which Rs. 16,929 represented the actual amount spent on Medical Students and Rs. 2,47,983 the outlay on Government Educational buildings. The expenditure under the head of 22 Education was Rs. 17,32,498. This amount, which agrees with the Accountant-General's statement, is arrived at by deducting from the gross expenditure of Rs. 17,99,243 the sum of Rs. 40,965 spent on the Survey Schools and also the sum of Rs. 25,780 District Cess and other charges, which were wrongly debited to Provincial Revenues. The net expenditure exclusive of provincial receipts amounted to Rs. 16,36,877.

Column 34 of general table 4 gives the net provincial expenditure as Rs. 18,79,142. The difference between this figure and the net expenditure given above, namely, Rs. 16,36,877 is explained by the addition to the former of a sum of Rs. 22,750 (subsidy to Municipalities), and the deduction of a sum of

Rs. 2,64,912, Rs. 16,929 Medical Scholarships and Travelling Allowance plus Rs. 2,47,983 (Public Works Department charges). The net expenditure on the whole shews a slight difference of Rs. 103, which calls for no special remark.

CHAPTER XVI.

GENERAL SUMMARY.

Control and Inspection and Departmental Staff.

1. One Inspectorship and one Assistant Inspectorship have been added to the Department during the year, owing to the formation of a new inspection circle; an Assistant Inspectorship of Normal Schools and European Education has also been sanctioned. In the Subordinate Service one Deputy Inspector, four Sub-Inspectors and five Itinerant Teachers have been added. The question of increasing the number of Sub-Inspectors at the expense of the Itinerant Teacher grade is still under consideration. The Indian Educational Service at the end of the year included twelve posts as against eleven at the end of the previous year, sanction having been accorded to the appointment of an additional Inspector of Schools for the Province. The entire teaching staff employed by Government numbers 285 as against 264 in 1906-07. The clerical staff has been increased by 9. Miscellaneous posts are the same as last year.

Collegiate Education. Statement III.

2. In Collegiate Education there is no progress to record. The number of students in the two Arts Colleges is almost identical with that of last year, and much lower than it was seven years ago. Both institutions however are undergoing general improvement and extension, and there is reason to anticipate considerable development in the near future.

Secondary Education. Statements III and V.

3. The number of Secondary Schools has risen by 103, that of pupils by nearly 11,000, or more than half the increase recorded for the whole of the previous quinquennium. But it is again necessary to point out that the primary pupils of secondary schools are included in the total. Their omission would reduce it from 63,566 to 11,857, of whom 10,661 are boys and only 1,196 girls. The corresponding figures last year were 8,825 boys and 1,107 girls but the increase indicated of nearly 2,000 pupils takes place entirely in the Middle Standards and so emphasises the lack of progress in the High School. Here, as in the College classes, attendance shows no improvement whatever, and we are therefore compelled to admit, with the Inspector of Schools, Northern Circle, that "there has been very little, if any, real progress in secondary education." The increase in the Middle Standards promises well, however, for the future of secondary education, strictly so called.

Primary Education. Statement III.

4. The number of Public Primary Schools has risen by 222, that of scholars by 11,633, more than a quarter of the total increase for the previous quinquennium. Moulmein Division alone accounts for nearly half this increase, but all divisions share in it except Arakan, where an unexplained defection of Mahomedan schools is not counterbalanced by improved attendance in others. If it is impossible to station an Inspector in this division, perhaps the appointment of an Assistant with permanent Headquarters at Akyab, would be productive of good results.

Training Schools. Statement III.

5. The new normal school rules, which provide a more comprehensive and thorough course of training for teachers, came into operation on the 1st of January. Owing to the stricter conditions now imposed, which require students to devote their whole time to the normal classes, a large number of working teachers in Akyab and Rangoon have been obliged to withdraw. Hence the total number of students has fallen from 542 to 466. The number of schools remains the same, *viz.*, eight for masters and four for mistresses.

Technical Education.

6. In the sphere of Technical Education there is little that calls for special remark. The most important events of the year were the reorganisation of the staff of the Government Engineering School, Insein, and the completion of the new building, which was opened on the 24th of March by His Honour the Lieutenant-Governor.

Commercial Education is practically non-existent in Burma, but an attempt has been made to encourage the teaching of Shorthand and Typewriting in schools, and four teachers a year are to receive instruction in these arts at Government expense.

Female Education. Statements I and V.

7. The total number of girls in public institutions (Europeans included) has risen from 58,665 to 66,220. Of these 4,453 are in European and Anglo-Vernacular Schools and 61,767 in Vernacular. In European Schools there are 1,448 girls, about the same number as last year. Girls account for about one-fourth of the attendance in Primary, and about one-fifth in Secondary, but only one in sixty of those under instruction pass beyond the Upper Primary stage. Attendance in Middle and High Standards does not exceed 1,200, while in the Collegiate stage of instruction there are five students only. Inspectors observe that female attendance is increasing far more rapidly than male. The only division which shows no improvement is Arakan, where the population is largely Indian.

European Education. Statement IIIA.

8. The total of Europeans and Eurasians under instruction is 3,518 as against 3,406 last year. Of these 2,222 are in European schools, the remainder in Anglo-Vernacular. The number of European and Eurasian girls under instruction is 1,644, 1,448 of whom are in European schools. The proportion of boys in European schools is therefore small.

Mahomedan Education. Statements IIIA and V.

9. The results obtained by Mahomedans at the Higher English examinations show great improvement. Last year only two passed the Entrance; this year we have twelve Entrance passes, two F.A., and one B.A., while passes in the Middle School have doubled in number. There appears to be a decrease in the number of Primary Vernacular Schools, especially in Arakan. Perhaps, however, the lack of a Deputy Inspector during the last quarter of the school year has affected the statistics. Turning to Female Education, we find nearly 1,600 Mahomedan girls under instruction of whom only 32 are in aided Anglo-Vernacular Schools.

Special Classes.

10. The "special classes" of Burma are many and various; but the most important of them, Karens, Shans, Talaings, are racially allied to the Burmese, and will in course of time become indistinguishable from an educational point of view; it being the policy of Government to discourage the minor languages and dialects in favour of Burmese. Among immigrant races, the Chinese usually prefer the ordinary schools, and therefore yield the precedence under this heading to natives of India (Tamils and Telegus), who maintain a number of vernacular schools and several large Anglo-Vernacular Schools in Rangoon. Special efforts have been made in recent years, by the establishment of Government Schools, to bring the wilder tribes (Chins, Kachins and others), within the educational fold. The total number of schools for "special classes" increased during the year from 1,725 to 1,969 and attendance in them from 43,764 to 48,264.

Private Institutions. Statement III.

11. Private Institutions play an important part in education in this Province, and account for more than one-third of the total school attendance; most of these schools are *pôngyi kyaungs*. Schools numbered 15,862 and attendance 174,419 as against 15,165 and 171,470 of the previous year.

Management Statement III.

12. There has been a modest increase in the number of institutions managed by Government, and a corresponding rise in the attendance, which now numbers nearly six thousand. Institutions under the control of Municipalities remain the same in number, but their attendance has increased by 10 per cent., and exceeds four thousand; it is the intention of Government to take over the management of these schools gradually, as funds permit, the Municipalities having proved unequal to the burden of maintaining them. The remainder of the school-going population is provided for in Aided or Private Schools. The total number of Schools in the Province has increased by 5 per cent., that of pupils by 6 per cent.; the former now numbers 22,425, the latter 423,819.

Races or Creeds of Pupils. Statement III.

13. Pupils of all races and creeds except the Parsi and Mahomedan have increased in number. The Buddhists, who far outnumber all others together, have shared proportionately in this increase. Next to the Buddhists in number

are the Native Christians, and after these Mahomedans and Europeans. Last of all come the Hindus with 3,430 non-Brahmin and only 163 Brahmin pupils in schools of all kinds.

Stages of Instruction. Statements III and V.

14. The number of male pupils in the Collegiate stage of instruction remains precisely the same, while attendance in the High School has increased but slightly. In the Middle School, however, there is an access of nearly two thousand scholars and in Primary Standards of more than thirteen thousand which augurs well for the future. Only five women attend the College classes, against two the previous year. In the High School female attendance has fallen from 120 to 97, but all other stages show a respectable increase in numbers.

Languages learnt by pupils. Statement III.

15. The study of English is still growing in popularity. The number of pupils studying this language in public institutions increased by 9 per cent. during the year; the number studying in private schools is stated at 132, but this figure must be the result of very superficial inquiries. I should say that in Rangoon alone at least 500 are acquiring a modicum of English at the numerous schools unconnected with the department. The proportion of the school-going population that studies English is steadily increasing; there is now 1 in 57 as against 1 in 60 last year. The number of pupils in public institutions learning a classical or a vernacular language has increased by fifteen per cent. in one case and ten per cent. in the other.

Total under instruction in the Province and number of schools. Statement I.

16. The total number of pupils under instruction in the Province is 423,819 against 398,598 in 1906-07. The total number of institutions is 22,425 against 21,375 in that year; an increase of six per cent. in one case and five per cent. in the other. Nearly 16,000 of the schools, however, with about one-third of the total attendance, have no connection with the Education Department. The population of school-going age is reckoned at fifteen per cent. and the percentage actually attending school is therefore 26·9. The percentage of schools to towns and villages has improved, being now 37·10 as against 35·52 of last year. The highest percentages are to be found in the Sagaing, Magwe, Mandalay, Tenasserim and Pegu Divisions, in the order named.

Education Code.

17. The Education Code to which Mr. Covernton referred in the last paragraph of the Quinquennial Report was still under consideration at the close of the year.

RANGOON, 30*th September* 1908.

W. GIBSON WEDDERSPOON,
Offg. Director of Public Instruction, Burma.

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GENERAL TABLE NO. I.—*Abstract Return of Colleges, Schools and Scholars in Burma for the official year* 1907-08—(Chap. VIII, Paragraph 2, and Chap. XVI, Paragraphs 7 and 16).

(For details see General Table No. III.)

Total area in square miles.	AREA AND POPULATION. Number of Towns and Villages.	AREA AND POPULATION. Population.	Institutions and Scholars.	PUBLIC INSTITUTIONS. COLLEGIATE EDUCATION. Arts Colleges.	COLLEGIATE EDUCATION. Professional Colleges.	SCHOOL EDUCATION—GENERAL. Secondary Schools.	SCHOOL EDUCATION—GENERAL. Primary Schools.	SCHOOL EDUCATION—SPECIAL. Training Schools.	SCHOOL EDUCATION—SPECIAL. All other special Schools.	Total of Public Institutions.	PRIVATE INSTITUTIONS. Advanced.	PRIVATE INSTITUTIONS. Elementary.	Grand Total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
219,894	Towns 52	Males 5,342,033	Institutions for Males...	2	...	603	5,113	8	227	5,953	...	15,761	21,714	Institutions to number of towns and villages, 37·10.	
	Villages 60,395		Institutions for Females	...	...	69	532	4	5	610	...	101	711		
		Females 5,148,591	Total ...	2	...	672	5,645	12	232	6,563	...	15,862	22,425		
			Scholars Males...	133	...	50,368	130,677	368	1,634	183,180	...	1,70,341	353,521	Male scholars to male population of school-going age, 44·12.	
			Scholars Females	5	...	13,198	52,613	98	306	66,220	...	4,078	70,298	Female scholars to female population of school-going age, 9·10.	
	Total 60,447	Total 10,490,624	Total ...	138	...	63,566	183,290	466	1,940	249,400	...	174,419	423,819		

The population of school-going age is taken at 15 per cent. of the whole population.

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on Public*

(For details see

I	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.					
	COLLEGIATE EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.	
	Arts Colleges.	Professional Colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.
	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions for Males	99,882	...	12,28,912	5,69,428	1,10,573	72,912
Females	...	...	2,54,858	72,196	11,782	5,262
Total ...	99,882	...	14,83,770	6,41,624	1,22,355	78,174
2. (*a*) Percentage of Provincial expenditure included in columns 2-17 to total Provincial expenditure on Public Instruction.	3·59	...	26·29	15·48	5·86	3·53
(*b*) Percentage of Local Fund expenditure included in columns 2-17 to total Local Fund expenditure on Public Instruction.	...	...	18·67	77·16	...	...
(*c*) Percentage of Municipal Fund expenditure included in columns 2-17 to total Municipal expenditure on Public Instruction.	...	...	71·73	19·19	...	...
(*d*) Percentage of total expenditure in columns 2-17 to total expenditure on Public Instruction.	2·54	...	37·74	16·32	3·11	1·99
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in—						
Government institutions. Cost to Provincial revenues.	537 9 0	...	47 3 4	31 14 0	304 1 4	179 1 2
Cost to Local and Municipal Funds.	...	...	...	...	...	...
Total cost ...	627 4 11	...	67 5 7	37 5 0	305 15 1	201 10 2
Local Fund schools. Cost to Provincial revenues.	...	...	...	...	...	...
Cost to Local Funds ...	...	...	...	...	...	...
Total cost ...	...	...	...	...	...	...
Municipal schools. Cost to Provincial revenues.	...	...	19 1 3	15 0 9	...	...
Cost to Municipal Funds	...	...	5 13 5	13 1 7	...	...
Total cost ...	...	...	49 4 4	46 13 8	...	...
Institutions in Native States. Cost to Native States' revenues.	...	...	...	...	...	...
Cost to Local and Municipal Funds.	...	...	...	...	...	...
Total cost ...	...	...	...	...	...	...
Aided institutions. Cost to Provincial revenues.	82 12 2	...	4 8 11	1 6 5	147 13 6	11 13 7
Cost to Local and Municipal Funds.	...	...	4 15 10	1 10 10	...	...
Total cost ...	826 13 3	...	19 2 4	3 4 7	209 2 1	15 6 9
Unaided Institutions. Total cost ...	...	...	...	...	...	...
All institutions .. Cost to Provincial revenues.	449 10 2	...	7 14 10	1 9 5	238 10 10	33 4 5
Cost to Local and Municipal Funds.	...	...	4 12 0	1 10 8	...	...
Total cost ...	665 14 1	...	23 12 11	3 8 0	265 6 7	39 4 6

Instruction in Burma for the official year 1907-08—(Chap. XV, Paragraphs 3 to 7).
General Table IV.)

Total.	Total indirect expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
20,81,707 3,44,098	...	69,654	2,94,321	36,837	5,08,835	16,006	5,80,133	15,05,786	39,31,591	
24,25,805	...	69,654	2,94,321	36,837	5,08,835	16,006	5,80,133	15,05,786	39,31,591	
54·75	...	3·7	15·59	1·95	19·72	·3	3·99	45·25	100	
95·83	...	...	..	...	·17	1·37	2·63	4·17	100	
90·92	...	...	·4	...	2·28	·21	6·19	9·08	100	
61·7	...	1·77	7·49	·94	12·94	·4	14·76	38·3	100	

Rs. A. P.		
74 6 8		
...		
92 5 5		
...		
...		
...		
19 0 3	Percentage of Provincial expenditure included in column 17 to total expenditure on Public Instruction	47·8
5 15 2	Percentage of Local Fund expenditure included in column 17 to total expenditure on Public Instruction	7·99
49 3 9	Percentage of Municipal expenditure included in column 17 to total expenditure on Public Instruction	8·42
...	Percentage of expenditure from fees included in column 17 to total expenditure on Public Instruction.	24·7
...	Percentage of expenditure from all other sources included in column 17 to total expenditure on Public Instruction.	11·09
		100·00
...		
2 5 3		
2 6 9		
7 4 6		
...		
4 2 4		
2 6 10		
9 12 5		

GENERAL TABLE NO. III.—*Return of Colleges, Schools and Scholars in Burma for the official year* Chap. VI, Paragraphs 3, 5 and 6; Chap. VII, Paragraphs 3, 4, 6 and 10; Chap. VIII, Paragraph 2; Chap. IX,

Class of Institutions.	PUBLIC							
	UNDER PUBLIC							
	Managed by Government.				*Managed by District or Municipal Boards.*			
	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.								
Arts Colleges.								
English	1	115	121	121	...	...	...	...
Oriental	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...
Total	1	115	121	121	...	...	...	...
SCHOOL EDUCATION—GENERAL.								
Secondary Schools.								
For boys — High schools	*6	1,510	1,340	1,197	4	1,726	1,578	1,299
For boys — Middle schools — English	9	1,064	1,027	868	12	2,439	2,297	2,010
For boys — Middle schools — Vernacular	13	1,100	1,100	1,100	...	...	...	...
For girls — High schools	...	...	...	...	...	...	...	...
For girls — Middle schools — English	...	...	...	...	...	...	...	...
For girls — Middle schools — Vernacular	2	138	138	138	...	...	...	...
Total	30	3,812	3,605	3,303	16	4,165	3,875	3,309
Primary Schools.								
For boys	18	1,038	980	961	1	69	61	53
For girls	2	106	106	106	...	...	...	...
Total	20	1,144	1,086	1,067	1	69	61	53
SCHOOL EDUCATION—SPECIAL.								
Schools for Special Instruction.								
Training schools for Masters	5	282	268	225	...	...	...	...
Training schools for Mistresses	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...
Law schools	1	15	16	15	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...
Engineering and Surveying schools	2	122	110	112	...	...	...	...
Technical and Industrial schools	...	...	...	...	...	...	...	...
Commercial schools	...	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...
Reformatory schools	1	83	83	83	...	...	...	...
Other schools	2	46	46	34	...	...	...	...
Total	11	548	523	469	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	62	5,619	5,335	4,960	17	4,234	3,936	3,362

* Includes one Government Vernacular High School with an attendance of 150.

1907-08—(Chap. III, Paragraphs 1, 16 and 21; Chap. IV, Paragraphs 1, 2, 3, 5 and 6; Chap. V, Paragraph 1; Paragraphs 1 and 18; Chap. XII, Paragraph 2; and Chap. XVI, Paragraphs 2, 3, 4, 5, 11, 12, 13, 14 and 15.

INSTITUTIONS

Management.				Under Private Management.							
Maintained by Native States.				*Aided by Government, or by District or Municipal Boards.*				*Unaided.*			
Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	1	23	29	25	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	23	29	25	...	...	...	...
...	...	...	...	†19	6,331	6,316	5,669	...	...	...	...
...	...	...	...	51	9,710	9,000	7,648	...	...	...	...
...	...	...	...	489	32,825	32,825	32,825	...	...	...	...
...	...	...	...	8	1,661	1,709	1,539	...	...	...	...
...	...	...	...	16	2,010	1,938	1,633	...	...	...	...
...	...	...	...	43	3,052	3,052	3,052	...	...	...	...
...	...	...	...	626	55,589	54,840	52,366	...	...	...	...
...	...	...	...	5,094	164,172	164,178	163,941	...	...	...	...
...	...	...	...	530	17,905	17,943	17,922	...	...	...	...
...	...	...	...	5,624	182,077	182,121	181,863	...	...	...	...
...	...	...	...	3	133	132	124	...	...	...	...
...	...	...	...	4	51	61	57	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3	192	207	183	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	223	1,482	1,528	1,465	...	...	...	...
...	...	...	...	233	1,858	1,928	1,829	...	...	...	...
...	...	...	...	6,484	239,547	238,918	236,083	...	...	...	...

† Includes nine Vernacular High Schools with an attendance of 1,371.

GENERAL TABLE NO. III.—*Return of Colleges, Schools and Scholars*

	Class of Institutions.	Grand total of Public Institutions.	Grand total of scholars on the 31st March.	Number of scholars on 31st March learning		
				English.	A classical language.	A vernacular language.
	1	22	23	24	25	26
	Arts Colleges.					
Collegiate Education.	English	2	138	138	123	...
	Oriental	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law	...	...	...	...	...
	Medicine	...	...	...	...	...
	Engineering	...	...	...	...	...
	Teaching	...	...	...	...	...
	Agriculture	...	...	...	...	..
	Total	2	138	138	123	...
	Secondary Schools.					
School Education—General.	For boys — High schools	29	9,567	7,987	1,624	9,144
	For boys — Middle school — English	72	13,213	13,213	2,097	11,214
	For boys — Middle school — Vernacular	502	33,925	...	15,522	33,922
	For girls — High schools	8	1,661	1,661	256	872
	For girls — Middle schools — English	16	2,010	2,010	82	1,570
	For girls — Middle schools — Vernacular	45	3,190	...	816	3,190
	Total	672	63,566	24,871	20,397	59,912
	Primary Schools.					
	For boys	5,113	165,279	1,932	71,447	161,845
	For girls	532	18,011	138	6,398	17,864
	Total	5,645	183,290	2,070	77,845	179,709
	Schools for Special Instruction.					
School Education—Special.	Training schools for Masters	8	415	151	148	297
	Training schools for Mistresses	4	51	21	...	51
	Schools of Art	...	...	...	...	...
	Law schools	1	15	15	...	...
	Medical schools	...	...	...	...	...
	Engineering and Surveying schools	2	122	90	...	...
	Technical and Industrial schools	3	192	153	...	124
	Commercial schools	...	...	...	...	...
	Agricultural schools	...	...	...	...	...
	Reformatory schools	1	83	...	...	83
	Other schools	225	1,528	202	1,207	224
	Total	244	2,406	632	1,355	779
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	6,563	249,400	27,711	99,720	240,400
Private Institutions	1. Advanced teaching:— (*a*) Arabic or Persian	...	...	...	...	...
	(*b*) Sanskrit	...	...	...	...	...
	(*c*) Any other Oriental classic	...	...	...	...	...
	2. Elementary—teaching a Vernacular only or mainly. For boys	15,584	169,594	...	88,644	167,711
	2. Elementary—teaching a Vernacular only or mainly. For girls	101	1,704	...	868	1,693
	3 Elementary—teaching the Koran. For boys	164	2,842	...	2,765	77
	3 Elementary—teaching the Koran. For girls	...	...	...	...	...
	4. Other schools not conforming to Departmental Standards. For boys	13	279	132	209	70
	4. Other schools not conforming to Departmental Standards. For girls	...	...	...	...	...
	Total	15,862	174,419	132	92,486	169,551
	GRAND TOTAL	22,425	423,819	27,843	192,206	409,951

in Burma for the official year 1907-08—concluded.

Classification of Scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	*Hindus.*		Mahommedans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
27	27	3	4	6	71	...	...	5	...
...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...
27	27	3	4	6	71	...	...	5	...
1,015	1,246	11	159	593	6,515	24	4	628	...
226	2,962	37	1,361	1,111	7,508	5	3	1,067	...
5	1,842	10	45	1,030	30,941	1	51	7,012	...
1,170	98	1	7	6	316	22	41	...	427
795	341	3	4	33	830	...	4	...	758
...	596	...	14	66	2,514	...	...	...	1,185
3,211	7,085	62	1,590	2,839	48,624	52	103	8,707	2,370
116	11,550	87	1,605	3,674	148,189	3	55	40,517	...
60	755	2	64	174	16,951	4	1	...	5,915
176	12,305	89	1,669	3,848	165,140	7	56	40,517	5,915
15	175	1	2	10	211	1	...	47	...
7	43	...	...	...	1	...	...	...	...
...	...	...	...	...	...	...	...	...	...
3	1	2	4	1	4	...	...	...	...
...	...	...	...	...	...	...	...	...	...
24	8	6	26	5	29	...	24	...	...
42	104	...	..	...	46	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	19	10	47	...	7	...	...
13	90	...	28	11	1,386	...	...	109	47
104	421	9	79	37	1,724	1	31	156	47
3,518	19,838	163	3,342	6,730	215,559	60	190	49,385	8,332
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...
...	746	...	.	40	168,808	...	...	2,266	...
...	...	...	...	...	1,704	...	...	...	511
...	...	...	...	2,765	77	...	...	605	...
...	...	...	...	..	...	...	...	...	...
...	4	...	88	3	184	...	...	14	...
...	...	...	...	...	...	...	...	...	...
...	750	...	88	2,808	170,773	...	...	2,885	511
3,518	20,588	163	3,430	9,538	386,332	60	190	52,270	8,843

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March classified according to sex, race or creed*—(Chap. VIII, Paragraph 3; and Chap. XVI, Paragraphs 8 and 9).

		NUMBER OF SCHOLARS ON 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.							
				Hindus.					
		Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1		2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.									
Arts Colleges.									
English ...	Male	23	26	3	4	6	71	...	...
	Female	4	1	...	...	..	...	...	...
Oriental ...	Male	...	...	...	...	..	...	...	...
	Female	...	...	...	...	..	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Medicine ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Engineering ...	Male	...	...	...	...	...	...	...	...
	Female	..	...	...	...	...	...	...	...
Teaching ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Agriculture ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
	Total	27	27	3	4	6	71	...	...
SCHOOL EDUCATION—GENERAL.									
Secondary Schools.									
For Boys—									
High ...	Male	1,006	971	11	159	586	6,179	23	4
	Female	9	275	...	...	7	336	1	...
Middle Schools—									
English ...	Male	166	2,257	36	1,276	1,107	7,298	3	3
	Female	60	705	1	85	4	210	2	...
Vernacular	Male	3	1,315	9	33	835	24,667	...	51
	Female	2	527	1	12	195	6,274	1	...
For Girls—									
High ...	Male	252	10	...	2	4	150	7	2
	Female	918	88	1	5	2	166	15	39
Middle Schools—									
English ...	Male	296	44	2	2	18	394	...	2
	Female	499	297	1	2	15	436	...	2
Vernacular	Male	...	5	...	8	31	1,141	...	...
	Female	...	591	...	6	35	1,373	...	...
	Total	3,211	7,085	62	1,590	2,839	48,624	52	103
Primary Schools.									
For Boys	Male	67	6,795	60	1,412	3,035	113,350	3	50
	Female	49	4,755	37	193	639	34,839	...	5
For Girls	Male	21	218	2	13	91	5,567	3	...
	Female	39	537	...	51	83	11,384	1	1
	Total	176	12,305	89	1,669	3,848	165,140	7	56
SCHOOL EDUCATION—SPECIAL.									
Schools for Special Instruction.									
Training Schools	Male	5	143	1	2	9	207	1	...
	Female	17	75	...	...	1	5	...	...
	Carried over	22	218	1	2	10	212	1	...

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March classified according to sex, race or creed*—concluded.

	Number of scholars on 31st March, classified according to sex, race or creed.							
	Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1	2	3	4	5	6	7	8	9
Brought forward ...	22	218	1	2	10	212	1	...
Schools for Special Instruction—concluded.								
Schools of Arts ... ... Male	...	...	...	...	...	...	...	...
... Female	...	...	...	...	...	...	...	...
Law Schools ... ... Male	3	1	2	4	1	4	...	...
... Female	...	...	...	...	...	...	...	...
Medical Schools ... Male	...	...	...	...	...	...	...	...
... Female	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Male	24	8	6	26	5	29	...	24
Female	...	...	...	...	...	...	...	...
Industrial Schools ... Male	...	33	..	...	...	...	...	...
... Female	42	71	...	...	...	46	...	...
Reformatory Schools ... Male	...	...	..	19	10	47	...	7
... Female	...	...	...	...	...	...	..	...
Other Schools ... Male	8	53	...	16	7	1,297	...	...
... Female	5	37	...	12	4	89	...	...
Total ...	104	421	9	79	37	1,724	1	31
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	3,518	19,838	163	3,342	6,730	215,559	60	190
Private Institutions.								
(1) Advanced teaching—								
(*a*) Arabic or Persian ... Male	...	...	...	...	...	...	...	...
... Female	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... Male	...	...	...	...	...	...	...	...
... Female	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classic. Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(2) Elementary, teaching a Vernacular only or mainly—								
For Boys ... Male	...	410	...	...	25	166,893	...	...
... Female	...	336	...	...	15	1,915	...	...
For Girls ... Male	...	...	...	...	...	511	...	...
... Female	...	...	...	...	...	1,193	...	...
(3) Elementary, teaching the Koran only—								
For Boys ... Male	...	...	...	...	2,196	41	...	...
... Female	...	...	...	...	569	36	...	...
For Girls ... Male	...	...	...	...	...	...	...	..
... Female	...	...	...	...	...	...	...	...
Other schools not conforming to Departmental Standards—								
For Boys ... Male	...	..	...	81	3	181	...	...
... Female	...	4	...	7	...	3	...	...
For Girls ... Male	...	...	...	...	...	...	...	...
... Female	...	...	...	...	...	...	...	...
Total Private Institutions ...	...	750	...	88	2,808	170,773	...	...
GRAND TOTAL ...	3,518	20,588	163	3,430	9,538	386,332	60	190

GENERAL TABLE NO. IV.—*Return of the Expenditure on Public Instruction in Burma for the official*

Paragraphs 11 and 12; Chap. VI, Paragraph 14; Chap. VIII,

Objects of Expenditure.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
COLLEGIATE EDUCATION. — English	65,045	...	...	10,859	...	...	75,904
COLLEGIATE EDUCATION. — Oriental	..	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
COLLEGIATE EDUCATION. — Law	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. — Medicine	...	..	...	...	...	...	...
COLLEGIATE EDUCATION. — Engineering	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. — Teaching	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. — Agriculture	...	...	..	...	...	...	..
Total	65,045	...	...	10,859	...	...	75,904
Secondary Schools.							
SCHOOL EDUCATION—GENERAL. — For boys — High Schools	89,329	...	...	48,140	...	...	1,37,469
SCHOOL EDUCATION—GENERAL. — For boys — Middle Schools English	62,550	...	...	21,922	...	...	84,472
SCHOOL EDUCATION—GENERAL. — For boys — Middle Schools Vernacular	15,088	...	...	2,337	...	...	17,425
SCHOOL EDUCATION—GENERAL. — For girls — High Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL. — For girls — Middle Schools English	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL. — For girls — Middle Schools Vernacular	3,214	...	...	208	...	...	3,422
Total	1,70,181	..	...	72,607	...	...	2,42,788
Primary Schools.							
SCHOOL EDUCATION—GENERAL. — For boys	31,870	...	...	5,578	...	...	37,448
SCHOOL EDUCATION—GENERAL. — For girls	2,746	...	...	326	...	...	3,072
Total	34,616	...	...	5,904	...	...	40,520
Schools for Special Instruction.							
SCHOOL EDUCATION—SPECIAL. — Training Schools for Masters	81,495	...	...	498	...	...	81,993
SCHOOL EDUCATION—SPECIAL. — Training Schools for Mistresses	..	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Schools of Art	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Law Schools	3,367	...	...	2,783	...	...	6,150
SCHOOL EDUCATION—SPECIAL. — Medical Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Engineering and Surveying Schools	24,824	...	...	2,796	...	...	27,620
SCHOOL EDUCATION—SPECIAL. — Technical and Industrial Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Commercial Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Agricultural Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Reformatory Schools	17,473	...	...	...	...	...	17,473
SCHOOL EDUCATION—SPECIAL. — Other Schools	...	...	...	174	...	...	174
Total	1,27,159	...	...	6,251	...	...	1,33,410
Buildings	(*g*)2,47,983	...	...	...	...	...	2,47,983
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...
Total	2,47,983	...	...	...	...	...	2,47,983
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	..	..	...	...
SCHOLARSHIPS HELD IN — Medical Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Other Professional Colleges	...	...	...	..	...	...	...
SCHOLARSHIPS HELD IN — Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Primary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Medical Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Technical and Industrial Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	6,44,984	...	...	95,621	...	...	7,40,605

(*g*) Exclusive of expenditure on

year 1907-08—(Chap. II, Paragraph 11; Chap. III, Paragraph 23; Chap. IV, Paragraph 9; Chap. V, Paragraph 8, and Chap. XV, Paragraphs 2 to 9).

INSTITUTIONS.

MANAGEMENT.

Managed by District or Municipal Boards.							*Managed by Native States.*						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native States' revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. IV.—*Return of the Expenditure on Public*

Objects of Expenditure.	PUBLIC						
	UNDER PRIVATE						
	Aided by Government or by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources	Total.
1	23	24	25	26	27	28	29
COLLEGIATE EDUCATION.							
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	2,400	...	...	1,670	...	19,908	23,978
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total	2,400	...	...	1,670	...	19,908	23,978
SCHOOL EDUCATION—GENERAL.							
Secondary Schools.							
For boys — High Schools	32,694	4,912	55,276	1,25,972	20,519	22,585	2,61,958
For boys — Middle Schools — English	79,589	487	86,779	1,70,533	26,395	29,149	3,92,932
For boys — Middle Schools — Vernacular	57,820	48,554	37,351	...	...	...	1,43,725
For girls — High Schools	43,244	...	4,905	52,283	6,313	13,735	1,20,480
For girls — Middle Schools — English	29,448	...	20,663	44,775	6,923	7,447	1,09,256
For girls — Middle Schools — Vernacular	7,134	4,676	9,890	...	...	...	21,700
Total	2,49,929	58,629	2,14,864	3,93,563	60,150	72,916	10,50,051
Primary Schools.							
For boys	2,18,822	2,26,915	52,341	24,815	1,579	4,650	5,29,122
For girls	36,465	15,373	10,386	2,740	1,730	2,430	69,124
Total	2,55,287	2,42,288	62,727	27,555	3,309	7,080	5,98,246
Schools for Special Instruction.							
SCHOOL EDUCATION—SPECIAL.							
Training Schools for Masters	18,881	...	...	...	2,160	7,539	28,580
Training Schools for Mistresses	9,653	...	...	1,629	...	500	11,782
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	1,854	..	...	...	...	...	1,854
Commercial Schools	...	..	...	...	...	...	...
Agricultural Schools	...	..	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	18,701	...	...	2,758	859	2,585	24,903
Total	49,089	...	...	4,387	3,019	10,624	67,119
Buildings	1,22,632	544	7,544	...	...	1,30,132	2,60,852
Furniture and apparatus (special grants only)	5,616	4,300	685	...	...	5,405	16,006
Total	1,28,248	4,844	8,229	...	...	1,35,537	2,76,858
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	6,84,953	3,05,761	2,85,820	4,27,175	66,478	2,46,065	20,16,252

† (*a*) Exclusive of expenditure on Survey Schools. (*b*) Rs. 175 represent the cost of the American Baptist Mission Bghai- represent the cost of the Baptist College, Rangoon; St. John's College, Rangoon; American Baptist Mission Tamil and Telugu American Baptist Mission Burmese School, Bassein; Mizpah Hall School, Moulmein; Roman Catholic Mission School, cost of Kindergarten Departments attached to Girls' Schools and of Pâli Schools. (*h*) Exclusive of Survey Scholarships.

Instruction in Burma for the official year 1907-08—concluded.

INSTITUTIONS. MANAGEMENT. Unaided. Fees.	Subscriptions.	Endowments and other sources.	Total.	TOTAL EXPENDITURE FROM Provincial revenues.	District funds.	Municipal funds.	All other sources. Fees.	Private.	Public.	Total.
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	67,445	...	...	12,529	19,908	...	99,882
...	...	...	...	...	...	...	...	..	...	...
..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	67,445	...	...	12,529	19,908	...	99,882
...	...	...	...	1,53,175	4,912	63,186	2,15,782	43,104	...	4,80,159
...	..	...	...	1,84,914	487	1,01,488	2,45,170	55,544	...	5,87,603
...	...	...	...	72,908	48,554	37,351	2,337	...	...	1,61,150
...	...	...	...	43,244	...	4,905	52,283	20,048	...	1,20,480
...	...	...	...	29,448	...	20,663	44,775	14,370	...	1,09,256
...	...	...	...	10,348	4,676	9,890	208	...	...	25,122
...	...	...	...	4,94,037	58,629	2,37,483	5,60,555	1,33,066	...	14,83,770
...	...	...	...	2,51,610	2,26,915	53,140	31,534	6,229	...	5,69,428
...	...	...	...	39,211	15,373	10,386	3,066	4,160	...	72,196
...	...	...	...	2,90,821	2,42,288	63,526	34,600	10,389	...	6,41,624
...	...	...	...	1,00,376	...	...	498	9,699	...	1,10,573
...	...	...	...	9,653	...	...	1,629	500	...	11,782
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3,367	...	...	2,783	...	...	6,150
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(a) 24,824	...	...	2,796	...	...	27,620
...	...	...	...	1,854	...	...	...	...	...	(b) 1,854
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	17,473	...	...	...	...	...	17,473
...	...	...	...	(c) 18,701	...	...	(d) 2,932	(e) 3,444	...	(f) 25,077
...	...	...	...	1,76,248	...	...	10,638	13,643	...	2,00,529
...	...	...	...	3,70,615	544	7,544	...	1,30,132	...	5,08,835
...	...	...	...	5,616	4,300	685	...	5,405	...	16,006
...	...	...	...	3,76,231	4,844	8,229	...	1,35,537	..	5,24,841
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	69,654	...	...	...	...	...	69,654
...	...	...	...	2,92,992	...	1,329	...	...	...	2,94,321
...	...	...	...	7,004	...	...	...	80	...	7,084
...	...	...	...	15,508	...	...	...	...	...	15,508
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	10,372	...	...	...	...	...	10,372
...	...	...	...	1,605	...	...	...	...	...	1,605
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(h) 2,163	..	...	..	105	...	2,268
...	...	...	...	(i) 75,062	8,268	20,492	3,52,739	1,23,572	...	5,80,133
...	...	...	...	4,74,360	8,268	21,821	3,52,739	1,23,757	...	9,80,945
...	...	...	...	18,79,142	3,14,029	3,31,059	9,71,061	4,36,300	...	39,31,591

Karen School, Toungoo; the balance is the cost of Girls' schools. (c) Rs. 3,946. (d) Rs. 1,909. (e) Rs. 3,264. (f) Rs. 9,119 School, Rangoon; American Baptist Mission Karen School, Tharrawaddy; American Baptist Mission Pwo-Karen School, Bassein; Thônzè; Government High School, Moulmein; and Government Normal School, Mandalay. The balance under each head is the

(i) Includes expenditure on Hostels and Boarding-Houses.

GENERAL TABLE NO. V.—*Return of stages of Instruction of Pupils in Public Schools for General Education*

Paragraphs. 4 and 5 and Chap XVI,

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage) but have not passed the Matriculation Examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Primary stage, but have not passed beyond the Lower Secondary Middle stage.		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For boys	Government	English	14	2,424	237	4	241	774	...	774
		Vernacular	14	1,250	6	...	6	128	22	150
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	16	4,165	108	1	109	1,147	6	1,153
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	61	14,670	403	5	408	3,814	207	4,021
		Vernacular	498	34,196	32	1	33	3 904	165	4,069
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total	...	603	56,705	786	11	797	9,767	400	10,167
For girls	Government	English	...	...	...	...	...	...	...	...
		Vernacular	2	138	...	...	...	...	8	...
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	24	3,671	...	86	86	40	539	579
		Vernacular	43	3,052	...	...	...	68	152	220
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total	...	69	6,861	...	86	86	108	699	807
Total Seconday Schools		...	672	63,566	786	97	883	9,875	1,099	10,974
PRIMARY SCHOOLS.										
For boys	Government	...	18	1,038	...	...	...	...	...	...
	District Board	...	...	...	...	...	...	...	...	...
	Municipal	...	1	69	...	...	...	...	...	...
	Native States	...	...	...	...	...	...	...	...	...
	Aided	...	5,094	164,172	...	...	...	...	...	...
	Unaided	...	...	...	...	...	...	...	...	...
	Total	...	5,113	165,279	...	...	...	...	...	...
For girls	Government	...	2	106	...	...	...	...	...	...
	District Board	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	...	...	...	...	...	...
	Native States	...	...	...	...	...	...	...	...	...
	Aided	...	530	17,905	...	...	...	...	...	...
	Unaided	...	...	...	...	...	...	...	...	...
	Total	...	532	18,011	...	...	...	...	...	...
Total Primary Schools			5,645	183,290	...	...	...	...	...	...
GRAND TOTAL		...	6,317	246,856	786	97	883	9,875	1,099	10,974

in Burma for the official year 1907-08—(Chap. IV, Pararagraphs 4 and 6; Chap. V, Paragraph 3; Chap. VIII, Paragraphs 3, 7, 9 and 14).

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						Total.		
Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			*Not reading printed books.*					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
779	1	780	618	11	629	...	...	...	2,408	16	2,424
179	21	200	594	300	894	...	...	...	907	343	1,250
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
1,710	19	1,729	1,159	15	1,174	...	...	...	4,124	41	4,165
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
5,083	474	5,557	4,056	628	4,684	...	...	...	13,356	1,314	14,670
6,596	855	7,451	16,671	5,972	22,643	...	...	...	27,203	6,993	34,196
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
14,347	1,370	15,717	23,098	6,926	30,024	...	...	...	47,998	8,707	56,705
...	...	...	...	...	...	...	...	...	...	...	...
...	28	28	...	102	102	...	...	...	...	138	138
...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
324	738	1,062	821	1,123	1,944	...	...	...	1,185	2,486	3,671
206	280	486	911	1,435	2,346	...	...	...	1,185	1,867	3,052
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
530	1,046	1,576	1,732	2,660	4,392	...	...	...	2,370	4,491	6,861
14,877	2,416	17,293	24,830	9,586	34,416	...	...	...	50,368	13,198	63,566
284	29	313	569	156	725	...	...	...	853	185	1,038
...	...	...	...	...	...	...	...	...	...	...	...
54	1	55	14	...	14	...	...	...	68	1	69
...	...	..	...	...	...	...	...	...	...	...	...
14,506	3,106	17,612	109,335	37,225	146,560	...	...	...	123,841	40,331	164,172
...	...	...	...	...	...	...	...	...	...	...	...
14,844	3,136	17,980	109,918	37,381	147,299	...	...	...	124,762	40,517	165,279
...	14	14	...	92	92	...	...	...	...	106	106
...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
562	911	1,473	5,353	11,079	16,432	...	...	...	5,915	11,990	17,905
...	...	...	...	...	...	...	...	...	...	...	...
562	925	1,487	5,353	11,171	16,524	...	...	...	5,915	12,096	18,011
15,406	4,061	19,467	115,271	48,552	163,823	...	...	...	130,677	52,613	183,290
30,283	6,477	36,760	140,101	58,138	198,239	...	...	...	181,045	65,811	246,856

GENERAL TABLE NO. VI.—*Return showing the results of prescribed examinations in Burma during the*

Chap. VIII, Paragraph 6; Chap. IX,

Nature of Examination.	Number of Institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES—									
1. Master of Arts	..	...	...	...	...	...	...	...	...
2. Bachelor of Arts	1	...	...	1	10	...	...	...	10
3. Bachelor of Science	...	...	...	...	...	...	...	...	...
4. First B. A.	...	...	...	...	...	...	...	...	...
4. First B.Sc.	...	...	...	...	...	...	...	...	...
4. First Arts	1	1	...	2	49	15	11	...	75
4. Previous examination	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES—									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	..	...	...
3. Honours in Arabic	..	...	...	...	...	...	...	...	...
3. Honours in Persian	...	...	...	...	...	...	...	...	...
3. Honours in Urdu	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
4. High Proficiency in Arabic	...	...	...	...	...	...	...	...	...
4. High Proficiency in Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Urdu	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
5. Proficiency in Arabic	...	...	...	...	...	...	...	...	...
5. Proficiency in Persian	...	..	...	...	...	...	...	...	...
5. Proficiency in Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—									
Law—									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	...	...	...	...	...	...	...	...
Medicine—									
1. M.D.	...	...	...	...	...	...	...	...	...
2. M.B.	...	...	...	...	...	...	...	...	..
3. L.M.S.	...	...	...	...	...	...	...	...	...
4. First M.B.	...	...	...	...	...	...	...	...	...
4. First L.M.S.	...	...	...	...	...	...	...	...	...
Engineering—									
1. M.C.E.	...	...	...	...	...	...	...	...	...
2. B.C.E.	...	...	...	...	...	...	...	...	...
3. L.C.E.	...	...	...	...	...	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...
Teaching	13	1,274	...	1,287	15	1,619	...	49	1,674
Agriculture	...	...	...	...	...	...	...	...	...
Schools for General Education—									
1. Matriculation — For Boys	6	8	...	14	118	119	18	23	278
1. Matriculation — For Girls	...	...	...	...	...	...	...	..	...
2. High School Examination for Europeans — For Boys	1	1	...	2	4	17	...	...	21
2. High School Examination for Europeans — For Girls	...	6	...	6	...	34	...	...	34
3. Middle English Examination — For Boys	28	59	...	87	1,361	3,103	9	22	4,495
3. Middle English Examination — For Girls	...	23	...	23	...	488	...	...	488
4. Middle Vernacular Examination — For Boys	12	491	...	503	127	3,773	980	460	5,340
4. Middle Vernacular Examination — For Girls	2	40	...	42	8	194	...	...	202
5. Upper Primary Examination — For Boys	58	2,977	...	3,035	1,929	26,462	105	...	28,496
5. Upper Primary Examination — For Girls	4	305	...	309	32	2,416	...	...	2,448
6. Lower Primary Examination — For Boys	63	5,482	...	5,545	3,178	122,982	15	...	126,175
6. Lower Primary Examination — For Girls	4	586	...	590	124	15,248	...	...	15,372
7. Public Service Certificate Examination — English	...	...	...	...	...	...	...	10	10
7. Public Service Certificate Examination — Vernacular	...	...	...	...	...	...	...	...	...
Schools for Special Education—									
1. Training School Examination for Masters — Upper	11	4	...	15	135	42	...	...	177
1. Training School Examination for Masters — Lower	5	2	...	7	39	36	...	...	75
2. Training School Examination for Mistresses — Upper	...	3	...	3	...	10	...	...	10
2. Training School Examination for Mistresses — Lower	...	4	...	4	...	40	...	...	40
3. School of Arts Examination	...	...	...	...	...	...	...	...	...
4. Vernacular Medical Examination	...	...	...	...	...	...	...	...	...
5. Examination in Engineering	1	...	...	1	62	...	...	...	62
6. Examination in Surveying	...	...	...	...	...	...	...	...	...
7 Industrial School Examination	...	...	...	...	...	...	...	...	...
8. Commercial School Examination	...	...	...	...	...	...	...	...	...
9. Agricultural School Examination	...	...	...	...	...	...	...	...	...
10. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
11. Madrassa Central Examination	...	...	...	...	...	...	...	...	...
12. Other Schools Examination	...	...	...	...	...	...	..	...	...

(*a*) Includes 28 Secondary grade candidates
(*b*) Includes 7 Secondary grade candidates
(*c*) Includes 3 Secondary grade candidates

official year 1907-08—(Chap. III, Paragraphs 1 and 16; Chap. IV, Paragraphs. 8; Chap. VI, Paragraph 7; Paragraph 9; and Chap. X, Paragraph 3).

Number passed.					Race or creed of passed scholars.							
							Hindus.					
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...
7	...	...	...	7	1	2	...	...	1	3	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
25	3	1	...	29	8	3	...	...	2	16	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
4	295	...	4	303	...	19	...	1	5	243	...	35
...	...	...	...	...	...	...	...	...	...	...	...	...
64	95	1	4	164	14	31	...	8	12	99	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
3	8	...	...	11	10	...	...	...	...	1	...	...
...	14	...	...	14	13	...	...	...	...	...	...	1
1,102	2,437	3	5	3,547	229	646	9	196	213	2,251	1	2
...	335	...	...	335	186	90	...	1	1	53	2	2
86	2,321	256	51	2,714	...	173	...	...	43	2,494	...	4
3	133	...	...	136	...	76	...	...	1	59	...	...
1,593	17,461	77	...	19,131	201	2,568	27	354	594	15,345	7	35
18	1,627	...	...	1,645	231	24	2	8	18	1,132	4	2
2,883	87,356	13	...	90,252	284	8,097	125	976	2,177	78,391	7	195
87	11,342	...	...	11,429	606	737	2	43	140	9,844	7	50
...	...	...	5	5	...	...	...	...	...	5	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
59	10	...	...	8 69	19	18	...	2	2	26	...	2
(a) 50	(b) 22	...	...	72	15	38	...	3	2	13	...	1
...	4	...	...	4	...	4	...	...	...	...	...	...
...	(c) 27	...	...	27	2	21	...	...	...	2	...	2
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
53	...	...	...	53	4	5	4	13	4	7	...	16
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...

qualified by the Primary grade.
qualified by the Primary grade.
qualified by the Primary grade,

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and*

Objects of Expenditure.						EXPENDITURE			
						IN INSTITUTIONS			
						Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1						2	3	4	5
	Arts Colleges.								
COLLEGIATE EDUCATION.	English					...	...	...	...
	Oriental					...	...	...	...
	Colleges or Departments of Colleges for Professional Training.								
	Law					...	...	...	...
	Medicine					...	...	...	...
	Engineering					...	...	...	...
	Teaching					...	...	...	...
	Agriculture					...	...	...	...
					Total	...	...	...	...
	Secondary Schools.								
SCHOOL EDUCATION —GENERAL.	For boys...	High schools...				...	...	...	...
		Middle schools	English			...	...	...	...
			Vernacular			...	...	...	...
	For girls...	High schools...				...	...	...	...
		Middle schools	English			...	...	...	...
			Vernacular			...	...	...	...
					Total	...	...	...	...
	Primary Schools.								
	For boys					...	...	...	...
	For girls					...	...	...	...
					Total	...	...	...	...
	Schools for Special Instruction.								
SCHOOL EDUCATION —SPECIAL.	Training schools for Masters					...	...	...	...
	Training schools for Mistresses					...	...	...	...
	Schools of Art					...	...	...	...
	Law Schools					...	...	...	...
	Medical Schools					...	...	...	...
	Engineering and Surveying schools					...	...	...	...
	Technical and Industrial schools					...	...	...	...
	Commercial Schools					...	...	...	...
	Agricultural schools					...	...	...	...
	Other schools	Professional schools				...	...	...	...
		Miscellaneous				...	...	...	...
					Total	...	...	...	...
Inspection						...	...	...	...
SCHOLARSHIPS HELD IN	Arts Colleges					...	...	...	...
	Medical Colleges					...	...	...	...
	Other Professional Colleges					...	...	...	...
	Secondary schools					...	...	...	...
	Primary schools					...	...	...	...
	Medical schools					...	...	...	...
	Technical and Industrial schools					...	...	...	...
	Other special schools					...	...	...	...
Buildings						...	...	...	...
Furniture and Apparatus (special grants only)						...	...	...	...
Miscellaneous						...	...	...	...
					Total	...	...	...	...
					GRAND TOTAL	...	...	...	...

Municipal Expenditure on Public Instruction in Burma for the official year 1907-08.

OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.										
MANAGED BY DISTRICT BOARDS.							IN INSTITUTIONS MANAGED BY			
Provincial revenues.	District funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	Total district fund expenditure on Public Instruction.
6	7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	4,912	4,912
...	...	...	...	...	...	...	...	...	487	487
...	...	...	...	...	...	...	...	...	48,554	48,554
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	4,676	4,676
...	...	...	...	...	...	...	...	...	58,629	58,629
...	...	...	...	...	...	...	...	...	2,26,915	2,26,915
...	...	...	...	...	...	...	...	...	15,373	15,373
...	...	...	...	...	...	...	...	...	2,42,288	2,42,288
...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and Municipal*

Objects of expenditure.			EXPENDITURE OF						
			IN INSTITUTIONS						
			Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.
1			17	18	19	20	21	22	23
	Arts Colleges.						Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.	English	...	...	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.								
	Law	...	...	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...
	Secondary Schools.								
SCHOOL EDUCATION—GENERAL.	For boys... High schools	...	4	1,726	1,578	1,299	31,152	7,910	...
	For boys... Middle schools English	...	12	2,439	2,297	2,010	42,775	14,709	...
	For boys... Middle schools Vernacular	...	...	...	...	...	...	...	...
	For girls... High schools	...	...	...	...	...	...	...	...
	For girls... Middle schools English	...	...	...	...	...	...	...	...
	For girls... Middle schools Vernacular	...	...	...	...	...	...	...	...
	Total	...	16	4,165	3,875	3,309	73,927	22,619	...
	Primary Schools.								
	For boys	...	1	69	61	53	918	799	...
	For girls	...	...	...	...	...	...	...	...
	Total	...	1	69	61	53	918	799	...
	Schools for Specil Instruction.								
SCHOOL EDUCATION—SPECIAL.	Training schools for Masters	...	...	...	...	...	...	...	...
	Training schools for Mistresses	...	...	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...	...
	Engineering and Surveying Schools	...	...	...	...	...	...	...	...
	Technical and Industrial Schools	...	...	...	...	...	...	...	...
	Commercial Schools	...	...	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...	...
	Other schools Professional schools	...	...	...	...	...	...	...	...
	Other schools Miscellaneous	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...
Inspection		...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN	Arts Colleges	...	...	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...	...	...
	Other Professional Colleges	...	...	...	...	...	...	...	...
	Secondary schools	...	...	...	...	...	...	...	...
	Primary schools	...	...	...	...	...	...	...	...
	Medical schools	...	...	...	...	...	...	...	...
	Technical and Industrial schools	...	...	...	...	...	...	...	...
	Other special schools	...	...	...	...	...	...	...	...
Buildings		...	...	...	...	...	...	...	...
Furniture and Apparatus (special grants only)		...	...	...	...	...	...	...	...
Miscellaneous		...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...
	GRAND TOTAL	...	17	4,234	3,936	3,362	74,845	23,418	...

Expenditure on Public Instruction in Burma for the official year 1907-08—concluded.

MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.									
MANAGED BY MUNICIPAL BOARDS.				IN INSTITUTIONS MANAGED BY					
Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or associations.	Total municipal expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
41,670	...	...	80,732	...	...	55,276	63,186	68,098	
52,715	...	...	1,10,199	...	...	86,779	1,01,488	1,01,975	
...	...	...	...	...	...	37,351	37,351	85,905	
...	...	...	...	...	...	4,905	4,905	4,905	
...	...	...	...	...	...	20,663	20,663	20,663	
...	...	...	...	...	...	9,890	9,890	14,566	
94,385	...	...	1,90,931	...	...	2,14,864	2,37,483	2,96,112	
1,141	...	...	2,858	...	...	52,341	53,140	2,80,055	
...	...	...	...	...	...	10,386	10,386	25,759	
1,141	...	...	2,858	...	...	62,927	63,526	3,05,814	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	1,329	1,329	
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...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	7,544	7,544	8,088	
...	...	...	...	...	...	685	685	4,985	
...	...	...	...	...	...	...	20,492	28,760	
...	...	...	...	...	...	8,229	30,050	43,162	
95,526	...	...	1,93,789	...	...	2,85,820	3,31,059	6,45,088	

GENERAL TABLE NO. VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-Houses for the official year* 1907-08—(Chap. XIII, Paragraph. 5).

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of				Expenditure from					
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.							Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government ...	11	725	68	241	276	140	2,019	...	...	59,191	61,210	
Managed by Local or Municipal Boards.	3	49	...	25	24	...	...	...	...	4,699	4,699	
Aided by Government or by Local or Municipal Boards.	84	3,897	17	1,476	2,312	92	12,768	5,236	46,892	1,60,400	2,25,296	
Unaided	18	625	...	335	290	...	...	...	9,035	2,181	11,216	
Total ...	116	5,296	85	2,077	2,902	232	14,787	5,236	55,927	2,26,471	3,02,421	

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of				Expenditure from					
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local and Muncipal Funds.	Subscriptions and endowments.	Fees.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Females.							Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government ...	...	...	...	..	...	...	...	...	...	...	...	
Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	..	...	...	...	
Aided by Government or by Local or Municipal Boards.	41	1,801	...	520	1,202	79	10,711	12,201	40,088	1,26,268	1,89,268	
Unaided	...	...	...	...	...	...	...	...	...	...	...	
Total ...	41	1,801	...	520	1,202	79	10,711	12,201	40,088	1,26,268	1,89,268	
GRAND TOTAL ...	157	7,097	85	2,597	4,104	311	25,498	17,437	96,015	3,52,739	4,91,689	

G. B. C. P. O.—No. 39, D. of P. I., 12(*a*), 2-12-1908—635—A.D.C.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1908-09

RANGOON
OFFICE OF THE SUPERINTENDENT, GOVERNMENT PRINTING, BURMA
1909

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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1908-09.

Extract from the Proceedings of the Government of Burma in the Educational Department,—No. 6E.-109, dated the 1st November 1909.

READ—

The Report of the Director of Public Instruction for the year 1908-09.

The Report of the Educational Syndicate for the year 1908-09.

RESOLUTION.—The past year has witnessed a steady development of educational work in the Province. If it has not been marked by any striking reforms, this is not altogether to be regretted, since the introduction of new schemes and the revision of existing methods has of recent years proceeded so rapidly, that a breathing-space was necessary to enable workers in the field of education to adapt themselves to new and altered conditions.

2. Perhaps the most noticeable feature in the state of education in Burma is the very slow development of collegiate education. The Arts Colleges of the Province are only two in number, and they were attended by only 155 students in the past year, an increase of 7 on the figures for 1901-02. The proportion of college students to the population is 12 per million. Some idea of the backward state of Burma in this matter can be gathered from the following table showing the state of collegiate education in other Provinces (the figures relate to the year 1906-07) :—

Province.	Number of Arts Colleges.	Number of Arts College students.	Proportion of students per million of population.
Madras	36	4,687	121
Bombay	10	2,747	108
Bengal	34	5,190	95
United Provinces	21	2,241	47
Punjab	9	1,508	74
Eastern Bengal and Assam...	11	1,197	39
Central Provinces and Berar	3	274	20
North-West Frontier Province	1	22	.....

It will be seen that collegiate education is less advanced in Burma than in any other Province except the North-West Frontier Province. An explanation which will suggest itself to many is that collegiate studies cannot be sufficiently adapted

to the character of the people so long as they are moulded by the University of another Province. The validity of this explanation will require to be examined in connection with the question of obtaining a separate University for Burma which is now once again being considered by the educational authorities. While fully in sympathy with the desire for a separate University for Burma and believing that the time has come to take practical steps for its constitution, the Lieutenant-Governor gratefully acknowledges that in recent years the University of Calcutta has received in a very liberal manner all recommendations for the modification of local arrangements to suit the conditions of this Province. A number of changes have been introduced during the past year which should render collegiate education more attractive and efficient. Four new teaching posts have been created at the Rangoon College, namely, a professorship of English and History, a professorship in Philosophy, an assistant lectureship in Mathematics and Physics and an assistant lectureship in Pali. The College has been affiliated to the Calcutta University up to the B.A. examination under the new regulations in five subjects. A Governing Body has been appointed on which both the teaching staff and the general public are represented. The Calcutta University authorities have agreed to the practical tests in chemistry for the B.A. examination being held in Rangoon instead of in Calcutta as heretofore. The Government of India have sanctioned alterations in the Pali courses so as to allow Burman students to take the courses without taking Sanskrit grammar, and are now considering proposals for altering the courses in the Law examinations so as to enable students from Burma to offer Buddhist law and certain local laws in lieu of Hindu law and the Land Tenures and Revenue law of Bengal. The Lieutenant-Governor trusts that these changes may help to induce a larger number of students in Burma to graduate. His Honour is confident that nothing but good can result from a wider diffusion of higher education among the people of Burma.

3. Secondary education, so far as the number of pupils is concerned, remains equally stationary. In Primary education alone has there been an increase. The number of pupils in primary schools during the past three years has been :—

1906-07	...	...	171,657
1907-08	...	...	183,290
1908-09	...	...	192,293

As regards Anglo-Vernacular schools the drawing up of syllabuses for the optional subjects in the newly constituted High School Final Examination was the subject of much discussion during the year. This examination will be held for the first time next Spring. The examination has been recognised by the Calcutta University as an equivalent to the Matriculation on condition that certain optional subjects are taken, but it is feared that the condition is likely to prevent the concession proving of much value. The abolition of the use of printed books and written exercises in the teaching of English in the first three standards aroused some opposition at the start, but so far as can be seen at present, the change appears likely to be justified by results. In vernacular education the chief feature of the year has been the classification of aided vernacular schools into 'A' schools, being those in which vernacular courses prescribed by the Education Department are taught, and 'B' schools, which follow vernacular courses other than those prescribed by the Education Department. The object aimed at has been to give assistance to schools which are doing good work on their own lines, provided they

are willing to comply with certain not very stringent conditions such as that they give instruction in reading, writing and arithmetic, that they are open to inspection by officers of the Education Department, and that they keep an attendance register and maintain an average daily attendance of ten pupils. The latter condition has, it is reported, proved unpopular with monastic schools, and it may be that further concessions will have to be made to such schools on this point. As regards 'A' schools proposals are now under consideration for substituting a new form of grant for the results-grant, a form of grant which is generally condemned by modern educationalists, and for fixed grants which have not proved popular. Reference was made in the Lieutenant-Governor's Resolution on the Report for 1907-08 to a proposal which had been made to establish vernacular schools in the Arakan Division at the cost of District Cess Funds. These proposals have since been sanctioned and Vernacular Middle Schools are to be established at seven important centres in the Akyab District at the expense of the District Cess Fund, which will also bear the cost of making grants at special rates to aided schools and giving monthly salaries to aided school teachers. These measures will, it is hoped, help to diffuse a higher level of education in the Akyab District where it is badly wanted. Schools have also been established at the expense of District Cess Funds in districts in the Tenasserim Division.

4. The Government Engineering School has not yet realized the hopes which were entertained at the time of its reconstitution. The reorganisation of the courses sanctioned in 1907 has not proved as attractive as was expected. The Lieutenant-Governor is particularly anxious to see this school patronised by Burmans. Further changes in the courses are now under consideration which it is hoped will effect an improvement in this respect. In ordinary schools technical subjects are not taken to any great extent. The Lieutenant-Governor is glad to notice the good work which is being done in this direction by the Convent Industrial School, Prome Road, Rangoon, the Bghai Karen School, Toungoo, and St. Mary's, Rangoon. The question of extending technical education is to be considered by officers of the Education Department, Managers, and selected District Officers.

5. The increase in the number of female pupils in public institutions is satisfactory. The Lieutenant-Governor is disposed to accept the opinion of the Inspector of Schools, Eastern Circle, that a general increase would result if the number of separate Middle Schools for girls were increased. It is remarkable that the percentage of girls in boys' schools to the total number of girls under instruction at the end of 1906-07 was 75 per cent. which was far higher than in any other Province in India: in Bengal for instance the percentage was 38·5. Educational opinion in the West is divided as to the desirability of the co-education of the sexes during adolescence, and there is no reason to suppose that Burman parents approve of co-education. His Majesty's Secretary of State has sanctioned the creation of the appointments of an Inspectress and Assistant Inspectress of Schools which it is hoped to fill at the beginning of the next financial year. The question of the necessity for establishing more schools for girls will be one of the first which the new Inspectress will be called upon to consider.

6. The chief feature in European education during the year was the increase in the number of European schools and departments. The Government European

School at Maymyo is doing good work but there is still room for improvement. It is hoped that, in the course of the current year, it will be possible to effect the reforms necessary to the placing of the school in a state of complete efficiency. The Lieutenant-Governor entirely endorses the Director's remarks as to the desirability of providing ample opportunities in European Schools for the study of science and for hand and eye training, and also as to the need for co-operation on the part of parents in the task of establishing a higher standard of manners among European pupils.

7. The Director's views on the subject of morals and manners in schools are of interest, and the Lieutenant-Governor concurs heartily in Mr. Covernton's remarks as to the necessity for a careful selection of teachers and for a proper discernment of the true ends of education. Since the close of the year the Government of India have approved as a tentative measure the provision of facilities in Government and Municipal schools out of school hours for the imparting of religious instruction at the request of parents and guardians. His Honour believes that the experiment will be watched with interest and sympathy by all who care for the well-being of Burma and her people.

8. No change was made during the year in the number of Inspectors. The Lieutenant-Governor is glad to learn that the redistribution of Inspector's circles has proved a success. As regards the suggestion that an additional Assistant Inspector should be appointed for Arakan, fresh proposals may, if the Director desires, be submitted, but His Honour is disposed to think that in view of the comparative isolation of Arakan, the backward state of education in those parts, and the vigorous efforts which are being made to remedy it, the time has come for the appointment of a separate Inspector for that Division. The Lieutenant-Governor has read with pleasure of the assistance which has been rendered to the Education Department by District Officers.

9. Sir Herbert White desires to thank Mr. Covernton for his interesting report and to express his appreciation of the good work done by Messrs. Snow and Cocks, by the Assistant Inspectors mentioned in paragraph 3 of the Report and by the Deputy Inspector of Schools in the Southern Shan States. The Educational Syndicate has given valuable advice on all educational matters of importance during the year and the Lieutenant-Governor desires to record his high appreciation of the services rendered by the Syndicate to the cause of education. Missionary bodies continue to render inestimable service to the cause of education in Burma. The value of these services in the large centres of population is generally recognised. The steady work which they are doing in distant parts of the Province among the Karens, Shans, Taungthus, Kachins, Chins and Inthas is not so well known but deserves equal recognition.

By order of the Lieutenant-Governor of Burma,

F. LEWISOHN,

Offg. Secretary to the Govt. of Burma.

Printed by order of the Government of Burma
G. B. P., Maymyo—No. 24, Secy., 8-11-1909—67.—J. G. W.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1908-09.

CHAPTER I.

PRELIMINARY.

1. This report is based upon my colleagues' experience during the year rather than my own, since for eleven out of the twelve months I was absent on long leave. The period has been distinguished by the application of reforms already considered and sanctioned, the development of others previously initiated and the contemplation or discussion of yet others arising out of measures already undertaken. In the first category perhaps the chief are the increase of the professorial staff of the Government College, the redistribution of the higher Inspectorate, the introduction of the new method of training in the Normal Schools and the initial institution of what it is hoped will become a well organized system of District Vernacular Schools. Under the second may be mentioned the continuance of relief to Municipalities by the assumption on the part of the Education Department of certain Municipal Anglo-Vernacular Schools, the elaboration of regulations for the Anglo-Vernacular High School Final Test as well as of improved courses for European Schools, the sanction of Inspectress-ships, the adoption and extension of the "B" form of grant for Vernacular schools and the revision, only temporarily complete, of the Burma Education Code. Matters belonging to the third category are the proposed abolition of the Itinerant Teachers and the increase of the subordinate inspecting staff, the extension and co-ordination of vernacular technical education in Arakan, the institution of a class of aided vernacular school masters in receipt of permanent salaries from Government, and the introduction of a new form of grant for vernacular schools based upon attendance and superseding the existing results-grant system.

2. With the following questions little or no progress has been made, the abolition of fees in primary vernacular schools, the appointment of a Principal to the Government European School at Maymyo, and the improvement of conditions and prospects in the Provincial Educational Service, the reason being that the final decisions of the higher authorities are still awaited. Similarly, though for a different reason, the revision of the vernacular text books, the recruitment of Principals in the Indian Educational Service for the chief Municipal Anglo-Vernacular schools which it is proposed to transfer to Departmental control, the re-establishment of primary scholarships and the provision of new buildings for various Government institutions have not been proceeded with, the obstacle in these instances being lack of funds. Financial stress moreover has necessitated a curtailment of grants on buildings and equipment and may involve the reduction of the proportion of Government aid hitherto adopted for salary grants to aided schools.

3. Owing to the innovations and extensions that have taken place in almost all spheres of educational activity, the year has been an arduous one for all responsible for educational organization. Few however have not responded to the call that has been made upon them. Perhaps special mention may be made of Mr. Snow, till recently Assistant Director, who has borne the burden of much

office work, and of Mr. Cocks, Inspector of Schools, Central Circle, who reorganized the working of his new Circle with promptitude and success, while among the Assistant Inspectors, Maung Zaw Pe, Maung Maung, Saw Chin Cheng, and Maung Ngwe Zin have deserved well of the Department.

CHAPTER II.

CONTROLLING AGENCIES.

The Indian Educational Service.

4. In the year under report the personnel of the Indian Educational Service in Burma consisted of the following gentlemen in addition to myself: Mr. Wedderspoon, Officiating Director of Public Instruction, who acted for me from the 6th May to the end of the year; Mr. Potter, Inspector of Schools, Northern Circle, who proceeded on leave in January 1909 and was succeeded by Mr. H. S. Davis, who had been newly appointed by the Secretary of State; Mr. Cocks, Inspector of Schools, Central Circle; Mr. Snow, for some time Assistant Director of Public Instruction and later Inspector of Schools, Southern Circle; Mr. Wilkins, Officiating Inspector of Normal Schools and European Education; Mr. Marshall, Principal of the Government College, Rangoon; Mr. Hunter, Professor of Chemistry, Government College, Rangoon; Mr. A. D. Keith, Professor of English and History, newly appointed by the Secretary of State; Mr. J. P. Bulkeley, Principal of the Government Collegiate High School, Rangoon; and Mr. J. M. Symns, who after appointment by the Secretary of State succeeded Mr. Snow as Assistant Director of Public Instruction. The service thus gained three recruits during the year, *viz.*, Messrs. Keith, Symns, and Davis; Mr. Symns however fills the gap created by the desertion of Mr. Hetherington, so that the net gain on the total cadre of the service is two only. But even this figure has to be whittled down, since Mr. Douglas's final retirement in October 1907 has left a vacancy still not definitely disposed of. In 1906-07 the Directorship, five Inspectorships, the Assistant Directorship, two collegiate and two school posts were held by Indian Educational Service officers. The subsequent creation of another Inspectorship now filled by Mr. H. S. Davis, and of the professorial chair now occupied by Mr. Keith, while it brought the total of places from 11 to 13, has not raised the number of Indian Educational Service officers to the latter figure, since an Inspectorship has from the 24th August 1907 been held by a Burman officer. It is possible that in the current year this place may be transferred to the Provincial Educational Service in order to afford an opportunity for the appointment of a Burman as a permanent Inspector of Schools. One other professorship in the Government College has been sanctioned, but no professor has yet arrived from England, while funds have been too deficient to enable any appointment to be made as yet to the sanctioned Inspectress-ship of Schools in the Indian Educational Service. It remains to be noted that in 1908 a gentleman appointed in England by the Secretary of State as an Inspector of Schools in the Indian Educational Service arrived, but after a very brief stay threw up his appointment and returned home. This fact and the retirements of Messrs. Hetherington and Douglas, when coupled with the existing conditions regarding duration of service, rates of pay, general status, etc. (more especially as these affect senior men), and with the undoubted difficulty experienced in recruiting, point to a growing dissatisfaction with the prospects of the service which it were well should be investigated and if possible removed.*

The Provincial Educational Service.

5. In the Provincial Educational Service one additional Assistant Inspector of Schools has been appointed for the newly created assistantship attached to the Central Circle. This post had been sanctioned in the previous year, but was not actually filled till April 1908. Sanction exists for the creation of the following posts: an Assistant Inspectress on Rs. 200—10—250 and an Assistant Inspector of Pâli, but owing to the straitened condition of Provincial finances it has been

* NOTE.—Since the above was written, a communication dealing with the whole question has been received from the Government of India.

impossible to make appointments up to date. At the Government College an Assistant Lecturer in Mathematics and Physics has been appointed in the Provincial Educational Service. Proposals for the improvement of the status and prospects of members of the Provincial Educational Service, which were placed before Government in February 1908, are still under consideration.

The Subordinate Educational Service.

6. In the Subordinate Educational Service the personnel has increased from 480 to 580, a considerable increase, which is due to the inclusion of the staffs of Municipal Anglo-Vernacular schools taken over by Government and to the creation of new Government Vernacular schools during the year.

The Inspectorate.

7. The division of the old Lower Burma Inspectors' office and the establishment of the Inspectors, Central Circle, Western Circle, and Eastern Circle, at Meiktila, Bassein and Moulmein, respectively, has, on the whole, proved a distinct success. There have been difficulties in procuring residences for the Inspectors and accommodation for their offices, difficulties which have not yet been permanently surmounted in all cases, but the measure has brought the officers concerned into far closer touch with the divisions under their charge and with the Divisional and District officials than was ever possible when they were congregated at the Central Education Office in Rangoon. It has also enabled Inspectors to take a more direct part in educational administration, though the original programme laid down for them has not yet been fully put into operation because owing to financial pressure it has been impossible to supply them with an adequate clerical staff. Their offices are still without accountants and in consequence much of the minor account work which should be dealt with by Inspectors has to be carried on in the Director's office. The Inspector of Schools, Western Circle, whose charge is now the heaviest in some respects, renews in his Annual Report the request made last year for the creation of an additional Assistant Inspector of Schools for Arakan. There can be little doubt but that if such an officer were appointed and stationed at Akyab, the control of education in Arakan would be facilitated and its advancement more effectively promoted than by the present arrangement. As regards the subordinate inspecting staff, the increase of schools and scholars, the application of revised systems of grant-in-aid and the exigencies of educational administration all indicate the growing necessity of extension. The abolition of Itinerant Teachers which has been proposed to the Government of India since the close of the year will furnish another argument for the increase of the cadre of deputy and sub-inspectors, since, with the present numbers, while it is barely possible to cope with the demands of inspection, examination and administration, it is quite out of the question to supply the direct personal instruction and guidance in matters of educational practice and theory that the rural teachers require.

Relations with District Officers.

8. The relations of the Department with the District officers continue good, much excellent advice and considerable genuine assistance having been received from many of them. To mention names is perhaps invidious, but the efforts of Majors Macnabb and DesVœux in connection with education in Mandalay, of Lieutenant-Colonel Maxwell in the Irrawaddy Division, Mr. Carey in Arakan, Mr. Houghton in Sagaing, and of Messrs. Greer, Parsons, Clague and E. G. Dobson elsewhere may be emphasized without implying any disparagement of others equally meritorious but not particularized. In this connection it may be mentioned that the rules in connection with vernacular school committees, which are institutions of considerable standing in this province (*vide* the Codes of 1891, 1895 and 1901) have been recently revised, and that they will enable Deputy Commissioners and Subdivisional Officers to enlist the interest of people in vernacular education and thus to keep in touch with rural schools on the one hand and the subordinate inspecting staff on the other. To a still greater degree *mutatis mutandis* a similar remark would apply to the relations of officials with the large Anglo-Vernacular High schools under Government or Municipalities, for which, in accordance with the new regulations of the Calcutta University, Committees have been formed that will include among their members a certain number of the official hierarchy. In any case, as was pointed out last year by the officiating Director of Public Instruction, visits by officials can do schools no

harm and may be productive of considerable benefit both to the institutions and the visitors.

Municipal Authorities.

9. The control of their Anglo-Vernacular schools was handed over to Government by Pegu, Thatôn and Tavoy. The change enabled the Pegu School to be converted into a High school. Many Municipalities however still continue to drag an ever-lengthening chain of municipal expenditure upon Anglo-Vernacular education, which clogs and impedes their efforts to assist Vernacular schools. When Anglo-Vernacular schools belonging to sectarian Christian bodies have multiplied needlessly (from the point of view of municipal educational requirements) in municipal areas, their maintenance becomes a severe tax upon communities, the large majority of whose members have no sympathy with Christianity and, if they have to pay, would prefer to pay for Buddhist or at least non-sectarian institutions.

The Educational Syndicate.

10. The Educational Syndicate continued to advise Government and the Director of Public Instruction on educational matters. It still conducts, through the personnel and with the assistance of the Education Department, examinations in the Theory of Teaching.

Calcutta University.

11. The University has decreed the establishment of governing bodies in connection with affiliated Colleges and High schools. The erection of these bodies will introduce a further element of heterogeneity into the educational system, and their working and effects will require careful watching.

Private Agencies.

12. Vernacular education remains almost entirely in the hands of *pôngyis* and lay managers. Anglo-Vernacular education is still largely in the hands of Missionaries.

CHAPTER III.

COLLEGIATE EDUCATION.

Government College, Rangoon.

13. There has been no change in the number of colleges. Under the new regulations of the Calcutta University the Government College has been recognized in arts up to the B.A. degree (with Honours in English, Mathematics and Pâli and a pass standard only in Chemistry). The College staff has been strengthened by the appointment of Mr. A. D. Keith, B.A. of Wadham College, Oxford, and a Boden Sanskrit scholar, as Professor of English and History, that of Mr. N. C. Krishna Aiyar, M.A. of Madras University, as Assistant Lecturer in Mathematics, and that of Maung Po Lôn as Assistant Lecturer in Pâli. A chair of Philosophy has been sanctioned but not yet filled: it is hoped that the new professor will arrive shortly in the current year.

Statements III and III A.

14. The number of students on the rolls of the Government College has risen from 115 last year to 128. Of these the large majority is Burmese and Buddhist, but there are also 11 Native Christians, five Mahomedans and 23 Europeans, of which last seven are girls. In addition to these regular students the College has been attended by teachers desirous to benefit by lectures in Pâli delivered by Mr. Duroiselle. Those who complete the courses of lectures and pass an examination receive a special certificate, the possession of which will be taken into account in appointing to Pâli teacherships in Government schools. The Officiating Director of Public Instruction arranged during the year that, with the consent of the Principal, a class should also be held at the College for teachers qualified under the University's regulations and working at the Government Normal School for the High School Teachers' certificate, to enable them to take the I.A. examination. The class has been opened in the current year, and is well attended by both male and female teachers. It should prove an important lever in raising the average level of attainment among our Anglo-Vernacular teachers. In addition to regular arts students and teachers, law students to the number of 20 also attend the College, which is thus becoming a nucleus for a variety of academic types. As such it is in need of early extension, if future expansion is to be provided for. During 1907-08 a Committee was appointed to

consider the matter and also the question of the removal of the College to another site. The Committee decided against the latter course and drew up plans and proposals for extension on the present site.

Passes in Examinations at Government College. Statement VI.

15. Of the regular students 22 are in the B.A. classes. In the Intermediate classes there are 106 students among whom are all the seven females mentioned above. The Principal notes that the work of some of these lady students compares very favourably with that of the men. The result of the University's examinations in the year under report are satisfactory on the whole: of 11 candidates presented in the B.A. class nine passed and 26 passed out of 49 appearing for the First Arts and Intermediate examinations. In the Law class four students studied for the B.L. of the Calcutta University and 16 for the local Second Grade Pleadership Test. In the first B.L. examination one student was successful and five out of seven presented passed the local examination in June 1908. The Lecturer continues to complain of the irregular attendance and unintelligent attitude of this class.

Law classes.

Hostel. Statement VIII.

16. The College Hostel has been practically full with 67 boarders including one Law student, whose health has been good throughout. Cricket and hockey have been taken up in addition to football and with much enthusiasm.

The Baptist College. Statements III and VI.

17. The Baptist College in 1907-08 was still recognized by the Calcutta University up to the Intermediate Arts only. Recognition up to the pass B.A. standard has now been conceded. The number on the rolls is very small, 27 as against 23 last year. The new college building however will shortly be ready and the staff has been strengthened: it is hoped that the means thus adopted to meet a supply will succeed in creating an increased demand. The Principal states that the enrolment in the current year has risen to 51. The new building, a massive and not undignified pile, rightly placed on a site entirely separate from the High School with which formerly the Collegiate Department was amalgamated, is capable of containing 108 day students and 54 boarders. The staff numbers six professors in addition to the Principal, the various chairs actually filled being those of English Literature, Mental and Moral Philosophy and Logic, Pâli and History. In the year under report three students of the College passed the I.A. out of eight presented. Out of ten presented for the supplementary F.A. none passed.

Relations of Colleges with the University.

18. The Government College was inspected during 1908-09 by two Inspectors, Messrs. Ray and Bruhl, from the Calcutta University. Their report suggested the raising of the annual allotment for the Library to Rs. 1,000 and commented pleasantly on certain features of the laboratory. The Baptist College was inspected by the Officiating Director of Public Instruction and Mr. P. K. Ray on behalf of the Calcutta University in the month of January 1909. The Inspectors recommended affiliation up to the B.A. standard in English, History and Mental and Moral Philosophy.

Board of Governors.

19. The new regulations of the Calcutta University have insisted on the creation of a separate Board of Governors apart from the Education Department for the Government College. A similar Board has been required for the Baptist College. In areas that fall to the spheres of influence belonging to certain other Indian Universities it has not been considered necessary to erect such bodies in connection with well-established institutions maintained and managed by public authorities or by corporate associations of assured stability and reputation. One obvious result of such a measure is to increase the heterogeneity and therefore to multiply the practical difficulties of educational administration: whether this result will be compensated for by increase in efficiency or other respects remains to be seen.

University Examinations.

20. The Principal of the Government College in his report comments strongly on the vagaries of University Examiners and the remarkable fluctuations of standard that still appear to distinguish the Calcutta University's examinations. He points out that at the Matriculation Examination of 1908 a large number of students were allowed to pass who "appear to be quite incapable of grappling with (collegiate) work," particularly with the English part of it. On account of the extraordinary character of a Mathematical paper set in the Intermediate Arts a

supernumerary paper had to be set by the University. As the Principal points out, in such cases a fresh examination is no real compensation for the evil done: students lose all confidence in the examiners and become listless and disgusted.

Questions of special importance.

21. During the year several questions of special importance for Burman students have been the subject of correspondence between the University and the provincial educational authorities, *e.g.*, the recognition for certain purposes by the University of the Anglo-Vernacular High School Final Examination, the course of studies for the B.L. degree, and the desirability of substituting certain legal subjects of great importance for Burmans in the room of studies belonging to merely Bengali or Hindu law, the limitation or exclusion of the Sanskrit Grammar required in Pâli from Burman students, the possibility of obtaining recognition for Pâli on equal terms with Sanskrit, Arabic and Latin in the University of Cambridge, and the holding of the practical tests in Chemistry for Burman students in Rangoon rather than Calcutta. Favourable answers have been received in regard to Sanskrit Grammar and to the last matter. In respect of the Anglo-Vernacular High School Final test a limited and conditional recognition has been conceded. The other matters are still under reference.

Medical students.

22. In regard to seven Government scholars from Burma studying at the Medical College, Calcutta, the Principal reports that two have left and five are making fair progress: the results attained by two Burmese, Maung Htin Poh and Ma Saw Sa, in the first L.M.S. test he considers very satisfactory. In Madras 73 students from Burma are in training at the Royapuram, Vizagapatam and Tanjore Medical Schools, but no details have been received as to their progress and conduct beyond the fact that 34 passed their annual and 19 their final examinations. At the Rangoon Medical School in 1908 there was one class of 13 students whose progress is dealt with in a separate report by the medical authorities.

The Patamabyan Examinations.

23. At the Patamabyan tests in Pâli 148 passed out of 965 candidates as against 233 out of 617 last year.

CHAPTER IV.

SECONDARY EDUCATION.

Number of Schools and pupils. Statements III and V.

24. In this province the term 'Secondary' is applied to all schools possessing standards above the fourth. The total number of English secondary boys' schools has increased by three owing to the creation of 'European' schools in connection with St. Paul's Anglo-Vernacular School, Rangoon, and St. Patrick's Anglo-Vernacular School, Moulmein, and the promotion of the Methodist School at Thôngwa from the primary to the secondary grade. There has been however a slight decrease in the number of scholars. On the other hand Vernacular secondary boys' schools, which are particularly valuable as sources of the supply of vernacular teachers, have increased considerably both as regards institutions and pupils, the bulk of the increase falling in the Irrawaddy and Tenasserim Divisions. An analysis of the detailed figures for both English and Vernacular secondary boys' schools shows that of the former class we have 20 high and 74 middle institutions with 20,803 scholars, and of the latter 11 high and 572 middle with 40,162 scholars. The pupils are distributed thus through the various departments:—

—		High Department.	Middle Department.	Primary Department.
1		2	3	4
Secondary Schools for boys	English ...	608	5,486	14,709
	Vernacular ...	38	4,890	35,234

The corresponding figures for the previous year were :—

—		High Department.	Middle Department.	Primary Department.
1		2	3	4
Secondary Schools for boys	English ...	758	5,948	14,553
	Vernacular ...	30	4,219	31,188

25. This comparison clearly reveals the exact incidence of increase and decrease. It is in the middle and high stages that the loss in English boys' schools comes: the increase is in the primary department. In Vernacular secondary schools there is an increase in both primary and middle stages. This decline in public secondary institutions teaching English must be coupled with the falling off of the numbers learning English in private institutions, which has sunk from 132 to 65. Private institutions are not bound to follow departmental courses or regulations. The simultaneous decline points to common causes of a general nature. They may perhaps be found, in part, in the circumstances of the year, in which plague and other epidemics were rife and were accompanied naturally by a depression in the prosperity of classes who send their children to the secondary departments of Anglo-Vernacular schools. Other general factors are difficulties connected with the new Calcutta University Matriculation regulations, the tightening of discipline and the withdrawal of lads or rather young men too old to profit by school courses. A particular cause is the unexpected rise in the number of passes under the entrance test of 1908 which depleted the topmost classes. Passes in the Anglo-Vernacular seventh standard exceeded by over 100 those of the previous year, but owing to the artificial market value attached to the middle school certificate, the usual leakage ensued and the high school classes were not correspondingly filled. That the decline is not to be connected with the introduction of the new English courses is clear on the following grounds. It is in regard to their bearing on the primary standards that the new methods have been most severely criticised; yet it is just in the primary standards that an increase has occurred. Secondly, the new Anglo-Vernacular curricula could not have affected private institutions in which they are not followed. Thirdly, the courses for the middle and high departments are as a fact by no means unacceptable to school managers to whose suggestions they are largely due: if they were unpopular, an increase in private institutions attempting to teach higher English would have been expected, but no such phenomenon has occurred.

26. The number of Government English secondary schools for boys has increased by three on account of the transfer of the Anglo-Vernacular schools at Pegu, Thatôn and Tavoy from Municipal to Departmental control. The increase of a similar number in the class of aided schools is due to the facts noted above in connection with St. Paul's, St. Patrick's and the Thôngwa Methodist Schools. Vernacular secondary schools for boys are maintained by either Government or aided agency: under the former category come 21 with 2,061 pupils, under the latter 562 with 38,101 pupils. It will be apparent from these figures that, of the two, the Government Vernacular institutions are decidedly the better attended. Municipalities and local boards have up to the present maintained no vernacular secondary schools of their own. The Inspector of Schools, Western Circle, remarks in connection with vernacular schools that "when they reach the secondary stage they acquire some sort of stability and are not likely to fall to pieces except in the most adverse circumstances." This fact he considers accounts for the comparative rarity of the abolition of aided Vernacular secondary schools or their reversion to the unregistered class. He also believes that in aided schools, whether Vernacular or Anglo-Vernacular, the conditions of admission are

Management. Statement III.

less stringently enforced than in Government or Municipal schools and that less attention is paid to the inter-school rules.

Details of particular schools.

27. As regards particular Government and Municipal schools the following facts are of more or less general interest. The Government Anglo-Vernacular High School at Minbu is commended by the Inspector of Schools, Central Circle, as the most efficient Anglo-Vernacular school in his circle. It has passed all five of the pupils presented for the Calcutta University Matriculation in March 1909. The Government Collegiate High School, Rangoon, presented 37 and passed 32 pupils. The Government High School, Moulmein, presented 42 and passed 32. The Government High School, Thazi, presented 4 and passed 1 : the Pegu school has not yet a Matriculation standard. The Government European School at Maymyo does not prepare for the Calcutta University Matriculation. The Collegiate High School, Rangoon, has had a successful year under its Principal, Mr. Bulkeley. In association football the school won the students' football cup for the fourth time in succession, cricket has been taken up keenly, especially by the younger boys, and hockey flourishes. The school library has, says the Principal, "increased enormously in usefulness:" 1,330 books were taken out as against 472 in 1907 and 55 in 1906. The Government High School, Moulmein, has suffered somewhat from unavoidable changes of staff due to death, retirement or transfer. Football however flourishes, though the Officiating Principal notes the evil effects of taking part in a public competition: "Only 22 players practised, while the rest of the school preferred to witness the tournament matches." Cricket is not as popular as in Rangoon. At Moulmein too the school library is now more used by the pupils. In the European school, Maymyo, work has progressed satisfactorily and the numbers have gone up, the library has been increased and the cadet corps is flourishing and efficient. The Principal of the Chiefs' School, Taunggyi (which does not rise beyond the middle stage), reports that a keen athletic assistant is needed and generally the teaching staff requires improvement in point of quality, if money can be found to meet the necessary increase in expenditure, a contingency which is unlikely in the current year. More accommodation, too, is needed, but here also lack of funds blocks the way. In English the Principal considers that the pupils have improved, but he complains of the difficulty of getting suitable English readers of not too Anglicized a character. Thazi School has never flourished as a high school and it has become necessary to reduce it to the middle grade, the reduction being carried out after the close of the year under report. The Pegu High School has suffered from plague, losing ten boys therefrom, and from sickness and changes on its staff; class work was suspended for certain periods between June and August. The Headmaster complains of the buildings and accommodation, and considers that considerable extensions are necessary. The average attendance has been more than maintained in spite of an untoward year and the school is so full that no more pupils can be taken in the Lower Primary department, while in order to afford room for a rapidly increasing Standard IV, the Headmaster has been obliged to close down Standard I. The Headmaster adds that once furnished with adequate buildings, the school could provide for 400 pupils, who would be forthcoming from the town and district. Bassein Municipal High School presented 14 pupils and passed nine at the Matriculation. There have been difficulties in getting properly qualified teachers, especially for the lower posts, and the buildings are neither of a high class order (the boarding house is most unsuitable), nor in good repair, nor very capacious: in spite of these facts the Headmaster desires to allow the numbers to increase to a maximum of 600, a total for which his school is not at present competent. At Prome High School the numbers have dropped slightly. The Headmaster notes that a large number of boys "became converts to inoculation" during the year. At Akyab also there has been a slight drop in numbers: the Headmaster speaks of the slackness of parents at home and their objection to the enforcement of strict discipline upon their children at school.

28. A word or two must be said of the great aided Anglo-Vernacular High Schools. Of these the chief are the Baptist High School, St. John's, and

St. Paul's in Rangoon, St. Patrick's in Moulmein and St. Peter's in Mandalay. The last three are Roman Catholic schools belonging to that excellent society "The Christian Brothers": their schools are generally well found and well kept, and are characterized by sound discipline. The three schools which are benefiting by the separation of the Anglo-Vernacular and Eurasian pupils into distinct establishments, each with a well-qualified staff, presented 63 pupils for Matriculation and passed 55. The American Baptist High School, Rangoon, presented 32 and passed 26: the same society's school for Sgau-Karens at Bassein passed three out of 11 presented. St. John's, which has been distinguished by no further émeutes and is recovering its numbers, passed 20 out of 22 presented.

The Curricula.

29. The new Anglo-Vernacular curriculum has been in force for a clear year. It has become apparent that certain standards have quite as much work as they can manage, while in others there is room for more. Certain subjects listed as optionals or technical courses are liable to neglect (*e.g.*, Drill and Gymnastics, Hygiene, Slöjd, Needlework, Drawing), and the question of rendering their introduction more general requires careful consideration. So far as the secondary stages are concerned, there has been little real difficulty in regard to the staple subjects: an explanatory memorandum regarding the new courses' principles and objects having been issued to schools in the beginning of the year. It is now proposed to supplement this memorandum by issuing suggestions and illustrations of modern methods of teaching English in Primary Standards. The Principal of the Government Collegiate High School considers that with boys who take the whole Anglo-Vernacular course, increased intelligence and thinking power will more than counterbalance the comparatively late start in reading and writing, while in their characters and value as citizens there is bound to be an improvement. Complications have been induced in the arrangement of High Department classes by the necessity of meeting the requirements of the Calcutta University during the transition from the old to the new regulations for the Matriculation and by the prospect of the introduction of the Government Anglo-Vernacular High School Final examination. In nearly all cases however the difficulties have been surmounted, thanks to the ingenuity and patience of the school authorities. It has become necessary for schools which cannot afford the staff required to teach both the Matriculation and the School Final courses to choose between them. The following have exclusively selected the School Final:—Government High School, Minbu; American Baptist Mission Sgau-Karen School, Bassein; Government High School, Pegu; and the Municipal High School, Bassein. The revised vernacular secondary curriculum appears satisfactory. The provisions for technical subjects however are susceptible of improvement. It is desirable that these should no longer be classified generally with optional subjects; while remaining optional, they should be listed in a separate group and possibly should have a higher rate of grant attached to them than is awarded for ordinary optional subjects.

Examinations.

30. The Anglo-Vernacular Examinations held by the Department (*i.e.*, those of Standards IV and VII) have been moved, to suit the convenience of school managers and on the advice of the Educational Syndicate, to the end of the administrative year. They now take place in March, and thus the school year coincides as far as possible with the academic year of the University. Malpractices at these examinations are, I regret to say, not unknown and steps are being taken to ensure better supervision next year. The concession granted to school managers to examine their own classes except in Standards IV, VII and X, has on the whole not been abused, though in a few cases managers and teachers have not realized their serious responsibilities and it has therefore become necessary to instruct Inspectors to examine all classes in such schools next year. In the Midde School Anglo-Vernacular Examination (Standard VII) 1,334 pupils (boys and girls) were presented and 702 passed. In the vernacular Ninth Standard test 30 pupils (male) were presented and 18 passed: in the Vernacular Seventh Standard 1,964 boys and girls appeared and 467 passed.

CHAPTER V.

PRIMARY EDUCATION.

General remarks.

31. In this province the term 'Primary' is applied to all institutions, whether European, Anglo-Vernacular or Vernacular, in which there are no classes above Standard IV. 'Secondary' institutions may, and do include 'Primary' departments, but it has been the practice in such cases to lump the figures of the primary in with those of the secondary departments, when the totals for Secondary education are under calculation, and in certain cases to exclude primary departments of secondary schools from calculations concerning totals under primary education. The results are naturally misleading and considerable perplexity must needs befall the intrepid explorer of our educational statistics. It becomes necessary to allow for this idiosyncrasy in dealing with the figures and to realize that the reported totals under secondary education exaggerate, while those of the primary columns sometimes understate *pro tanto* the actual facts in either case. In comparisons with other provinces further difficulties are produced by this anomaly and a uniform and generally acceptable basis of classification and nomenclature is much to be desired.

Statistics. Statements III & V.

32. The total figures for pupils in primary stages in boys' schools, secondary and primary (exclusive of private institutions), shew an increase of 10,465 pupils on the last year's returns. The figures for girls will be dealt with in the chapter on female education. The bulk of the increase has taken place in the Pegu, Irrawaddy and Arakan Divisions and in the Southern Shan States. The last named have gained 44 schools and 1,219 pupils. Nor have the Northern Shan States altogether lagged behind, the increase there being 13 schools and 323 pupils. These results reflect credit on the inspecting officers concerned. In Tenasserim and Mandalay there has been a decrease due to plague. The increases in Magwe and Meiktila are small, but they have been achieved in the face of plague and cholera. The spread of ground-nut cultivation in the Myingyan and Pakôkku Districts, which was encouraged as a prophylactic against famine, reacted adversely on education, since children were called off from school to assist in the gathering of this crop. The vast majority of the schools indicated are of course Vernacular, but Anglo-Vernacular primary schools are included in these tables and an analysis of the figures yields an increase both of schools and pupils in their case also. Whether in Anglo-Vernacular or Vernacular primary boys' schools, the bulk of the pupils is concentrated in the Lower Primary stage. Taking however primary male pupils and including those in the primary departments of secondary schools, we find that their percentage in relation to the male school-going population has risen in the Upper Primary stage, if only by a fraction, and that actually we have in Upper Primary classes 2,735 more pupils than in 1907-08. Of the primary schools for boys 14 now belong to Government, one to a Municipality (Allanmyo) and 5,246 to aided managers: there has been a nominal drop in the number of schools owned by Government owing to the promotion of four schools from the Primary to the Secondary Grade.

Particular Schools and Districts.

33. To take some of the districts and more important schools in detail. The Inspector of Schools, Western Circle, reports that the Government Vernacular School at Paletwa is well looked after by a Committee with the Deputy Commissioner as President, and that the American Baptist Mission Anglo-Vernacular School at Ngathainggyaung has increased in numbers: in Myaungmya attendance has fallen owing to plague, while in Ma-ubin plague and a bad itinerant teacher combined have resulted in the loss of one school and a decrease in attendance. The Inspector of Schools, Central Circle, states that a decrease which has occurred in boys' schools in Kyauksè, Meiktila and Pakôkku is nominal only, due to the transfer of schools either to the Secondary list or to that of girls' schools. He thinks that numbers in the Lower Primary departments of Anglo-Vernacular schools will tend to decline on account of the exclusion of reading and writing in English from the courses of the lower Anglo-Vernacular standards: he is not inclined to regret this if the figures for Vernacular schools and the Upper Primary Middle standards of Anglo-Vernacular schools continue to increase.

The figures however of Anglo-Vernacular primary schools taken for the province as a whole do not support the idea of a general decrease in the Lower Primary standards; on the contrary a slight increase has been registered. The Inspector of Schools comments on the unsatisfactory condition of the five-hundred-rupee schools in his circle. It is difficult to secure qualified teachers for them and the buildings deteriorate rapidly, while the villagers seldom contribute towards repairs. The Inspector of Schools, Eastern Circle, reports that the Government Vernacular Schools at Shwegyin and Tavoy continue to be popular and applicants for admission have to be turned away for want of accommodation. Beginning as primary they have rapidly developed into middle schools. Of the 38 five-hundred-rupee schools in the circle, the majority are doing fairly well, but a few are in a hopeless condition and villagers refuse to undertake repairs to the buildings. Two District Cess schools at Hlaingbwe and Victoria Point were opened: two others are under construction at Mudôn and Bôkpyin. Those proposed for Kyaukkyi and Tabye are for some reason not being proceeded with.

The Primary curricula. Vernacular.

34. The Vernacular Primary course suffered comparatively slight revision at the end of the last quinquennium. In its revised form it has elicited little comment. An appendix containing revised vernacular courses for object-lessons and elementary science has been introduced into the Code. Manuals and text-books have not been provided in connection with this appendix, nor indeed are they essential in the earlier standards, but for Science in the higher classes and for subjects like Hygiene and Domestic Economy improved books in vernacular are sorely needed.

Anglo-Vernacular.

35. The Anglo-Vernacular primary curriculum has long been a matter of considerable debate, which was renewed in the course of the year under report. Orders have been issued reaffirming past decisions, and it may be expected that schools will now settle down in earnest to the task of teaching English on modern lines. The fact that English should be taught at all in the most elementary standards is an anomaly in itself and one that renders Burma unique among the provinces of India (*vide* fifth Quinquennial Review, Volume I, page 75, section 201, and Volume II, page 107, diagram). While recognizing the anomaly the Education Department has sought to divest it of its dangers and to ensure that the teaching of English shall be such as will be most likely to lay the foundations of a good practical knowledge of the language and to develop the intelligence without overburdening the capacity of the pupil. A certain number of schools have, it is to be feared, deliberately evaded the Department's regulations. The effects of such evasion will probably recoil upon their pupils when they enter for the departmental examinations, especially in the oral tests. Where, however, the new courses have been fairly tried, the results achieved appear distinctly favourable. The Principal of the Government Collegiate School, Rangoon, testifies unreservedly in favour of the new methods, in regard not only to English but to object-lessons and geography also: he comments upon the listless demeanour and deficiency in initiative that characterized the old system and contrasts the interests and keenness aroused by the new. The Head Master, Bassein High School, writes: "It is evident that the pupils are becoming more familiar with English in learning it through the natural method in the early stages, *i.e.*, by the ear. Besides this a thorough grounding in their own vernacular being essential, subjects taught through Burmese are better grasped." The Inspector of Schools, Central Circle, reports that in the Chiefs' School, Taunggyi, boys in Standard III who had had nearly two years under the oral system were more accurate and fluent than those of Standard V trained under the old method. The Inspector of Schools, Eastern Circle, finds a distinct improvement in English in Standards I, II and III and also in object-lessons among the schools in his circle. The Inspector of Schools, Southern Circle, considers that the effect of the new course is beneficial: to obtain the maximum benefit however he points out that in the lower standards only a teacher really well qualified in English should be entrusted with the teaching of that language, other subjects being taken by certificated vernacular class teachers, a policy which should save money as well as prove educationally effective.

Grants-in-Aid.

36. The Grants-in-aid system for vernacular schools was modified by the introduction of a special classification of schools into "A Schools" (*i.e.*, those which follow the Department's curriculum) and "B Schools" (those which do not do so). It was hoped that the easy terms offered to the second class would attract many of the unregistered *pôngyi kyaungs* to the Department's lists. So far those hopes have not been fulfilled: the *pôngyis* still fear the hands that proffer gifts, especially when the gifts mask, all too thinly, admission and attendance registers with their sordid intricacies and derogatory requirements. More will be said on this subject in the chapter on "Private Institutions." For "A Schools" the existing rules with certain modifications were retained, but these modified rules mark a transitional stage from which it is hoped that a simplified "block grant" system, based largely but not entirely on attendance, will emerge.

CHAPTER VI.

TRAINING SCHOOLS.

The new Normal Courses.

37. The following passage, quoted from the report of the Inspector of Normal Schools, furnishes a synoptic view of the nature and effect of the new system adopted in regard to the training of teachers:—

"With the beginning of the year under report the Normal schools began work under the new curriculum with the first year classes. This was drawn up with the view of making these schools self-contained instead of, as formerly, depending on the ordinary school for the literary work; that is to say, Normal students are now under the control of their own teachers for the whole day instead of attending the ordinary school for four-fifths of the day and the Normal school for the remainder. The amount of reading required has also been revised on the principle that students should revise their school reading rather than extend it, but that the revision should be directed to finding out and applying the best methods of imparting the information to a class. The literary work for the Middle School certificate is thus not so extensive as that formerly required, but the students will have a better knowledge of what they do know. The Primary certificate is not now awarded on a special examination but on that of the Middle School certificate, a lower percentage being required. The result will be that the Middle School certificate will be taken by the majority of students. The High School certificate requires a much higher qualification than formerly, and is awarded after one year's study beyond that required for the Middle School certificate. Students who have passed the Entrance examination or the High School Final examination under the European Code are allowed to take Middle School certificate in one year. It is already apparent that the new rules will attract more students to Normal schools."

Number of Normal students. Statements I, III & IIIA.

38. It must be confessed that at first sight the figures for 1908-09 do not flatter the optimistic anticipations of the Inspector. They show that the total of male and female students in attendance during the year was 340 only (of whom 87 were women) as against 466 (including 98 women) in the previous year. Of the 253 men 135 were Anglo-Vernacular and the rest Vernacular students: of the women 42 were Anglo-Vernacular and 45 Vernacular.

39. The Inspector of Normal Schools at first was inclined to attribute the reduction to a decrease in the number of stipends awarded to Normal students. But the number of stipends available was decidedly in excess of the actual total of students. Hence a reduction in the number of stipends cannot account for the decrease. More probably, as the Inspector also points out, the latter is due to the alteration in the periods laid down for the courses of the Primary and Middle Schools Anglo-Vernacular certificates. With the increased requirements in the qualifications for admission and the very decidedly heightened standard of instruction in these courses as compared with those of the old system, it was found possible to limit the duration of the courses to two instead of three years. In other words, the Normal schools are turning out their trained students at a rate one-third faster than that of the system now superseded, and the totals of attendance are *pro tanto* diminished. In these circumstances an apparent loss is a very real gain—provided of course that the trained product finds its way direct into the schools. As regards Anglo-Vernacular students the Inspector of Schools reports that a most encouraging start has been made in the current year and that the schools have filled well. The

Vernacular students are also very considerably in excess of the numbers for the year under report. A slight fall in the near future however may have to be reckoned with. The reason is that in the case of Vernacular students the retrenchment of itinerant teacherships (however justifiable in itself) has removed one incentive to passing through a Normal school with a view to the adoption of teaching as a profession. The multiplication of deputy and sub-inspectorships and above all the creation of a cadre of selected and trained teachers in receipt of permanent salaries and located in schools established or maintained by themselves will more than counterbalance any temporary diminution due to the abolition of a wasteful and discredited system.

The various Normal schools. Statement III.

40. The number of Government Normal schools is five, of which one (that at Rangoon) comprises only European and Anglo-Vernacular students, two (the Toungoo and Akyab schools) are for Vernacular students only, while the rest admit European, Anglo-Vernacular and Vernacular students alike. They are distributed between Rangoon, Mandalay, Moulmein, Toungoo and Akyab. At the last place a hired house is still in use, and lack of funds has prevented the extension of the Mandalay buildings. After the close of the year the Rangoon Normal School vacated its old rooms in the Government Collegiate High School and entered into much better quarters in a rented house. There is no special Government school for female students who are admitted to any of the ordinary Government Normal institutions. The aided schools number three for Masters (two being in Rangoon and one in Tharrawaddy District) and four for Mistresses, of which two are in Rangoon, one in Moulmein and one in Bassein. The aided schools contain 150 pupils as against 190 in Government institutions. St. John's Normal School is recovering the position lost in 1907. The Morton Lane Female Normal School, Moulmein, is desirous of adding an Anglo-Vernacular Normal Department to the present Vernacular one. If sanctioned it would provide not only higher English education but a career for girls, who would prefer to attend a special school like this rather than the mixed Government classes. Managers have been consulted on the question of increasing the provision of Normal schools for women, but their answers give forth no very certain sound. The general trend of opinion was (perhaps naturally) in favour of strengthening or extending existing institutions rather than of attempting to meet an uncertain demand by the comparatively costly process of erecting new institutions the success of which could not be accurately estimated beforehand. Probably the new Inspectress of Schools, who is to be appointed shortly, will, after gaining some preliminary experience, be in a position to offer valuable suggestions on this matter.

Examinations.

41. Under the new system the examinations fall into three classes:—

(*a*) Literary tests of general knowledge.
(*b*) Tests in the theory and practice of education.
(*c*) Practical tests of actual teaching capacity.

The first and third are held entirely by the Education Department; the second is carried out by the Department's personnel under the auspices of the Educational Syndicate. The Inspector of Normal Schools reports that the results generally were very satisfactory, particularly in the case of Vernacular candidates. Better work was looked for however from the Government Normal School, Mandalay, which, perhaps owing to want of teachers, failed to secure an adequate number of passes.

Outside candidates. Statement VI.

42. In addition to students who qualify by passing through a Normal school there are teachers who are admitted to the examinations without having adopted this procedure. The total number of such "outside candidates" who appeared for examination and passed was 126: in 1907-08 the total was 303. The reason for the decline is dual. The large number of the previous year was due to a rush of candidates eager to get through the last examinations held on the old conditions: secondly with the lapse of time and the passing year by year of teachers brought up under the former system the number of Anglo-Vernacular teachers eligible under section 415 of the Code will gradually be extinguished. Vernacular teachers will, under section 365, continue to be admissible to examination

without passing through a Normal school. The reason for the differentiation is that, while it is desirable for both Anglo-Vernacular and Vernacular teachers to undergo training in a Normal school, it is not possible to insist on all Vernacular teachers doing so, whereas in the case of Anglo-Vernacular teachers gradual compulsion can be applied.

The Calcutta University and Examinations in the theory and practice of teaching.

43. Opportunities for prosecuting higher work in the theory and practice of teaching are afforded by the Calcutta University in their regulations for the B. T. and Licentiate of Teaching—*vide* Calcutta University Calendar, Part I, pages 242—247. So far no teacher or graduate in Burma has thought fit to avail himself of these advantages. The reason perhaps is not far to seek. Under the existing regulations teachers in Burma are expected to undertake an uncomfortable sea-voyage and at considerable expense to present themselves for the practical tests in Calcutta, where in the presence of examiners of various but alien races they may be put to teach classes of Indian boys whose language, manners, ideas and school curricula are very different from those of Burma. Not unnaturally the handicap is considered excessive. It is doubtful how far a somewhat similar explanation accounts for the unfeigned reluctance of European teachers in spite of all allurements to proceed to Sanawar. The curricula in this instance are practically the same, the difference in mental environment and general circumstances is negligible, at Sanawar one is assured that every prospect pleases—and yet European and Eurasian teachers in Burma turn absolutely deaf ears, charm the Department never so wisely. Distance, change of climate, expense (inevitable in spite of stipends, etc.), dubiety as to the chance of subsequent employment and above all the *vis inertiæ* unite to detain them here. Possibly the simplest remedy would be to recognize the facts and to establish a normal class for Europeans and Eurasians at Maymyo in connection with the Government European School.

Teachers' vacation courses.

44. That such a class would be popular may perhaps be inferred from the eagerness with which vacation courses held at Maymyo are attended. After the close of the year under report a regular symposium was held under the auspices of the officiating Director of Public Instruction and the Inspector of Normal Schools and European Education. Valuable lectures dealing with English literature were delivered by Messrs. Keith, Ainley and Symns and discussions were held bearing on the revised curriculum for European schools. The stimulating effect of such courses is very great and the thanks of the Department are due to those who devoted so much time and trouble towards making them a success.

Itinerant teachers.

45. As has been foreshadowed in previous reports, by the end of the year a decision was arrived at (subject to the approval of the Government of India) to abolish itinerant teachers. The exact effects of the change will be better dealt with in next year's report. It is however plain that the Department will suffer no permanent injury from the disappearance of these persons and that any temporary loss should be more than made good by the improvement of the subordinate inspecting staff and the establishment of vernacular teachers on fixed pay in definite schools of an efficient class.

Pupil teachers.

46. New rules for pupil teachers have been inserted in the Code. Under these the pupil teachers will be tested practically each year by an inspecting officer and if found satisfactory will eventually be enabled to proceed to a Normal school. The effect of the new rules will not begin to be apparent till some three or four years have elapsed. The attention of Inspectors has been directed to the careful working of the system. In 1908-09 pupil teachers numbered 289 as against 361 in 1907-08.

CHAPTER VII.

TECHNICAL EDUCATION.

47. The nature and scope of the technical education imparted in the province has not changed in any important respect in the year under report.

Government Engineering School at Insein.

48. The Government School of Engineering, Insein, had 82 pupils on the roll as against 90 in 1907-08. At the commencement of the year there were 89 students but 7 withdrew, mainly on account of inability to keep up with the class work. Of

this total Upper Subordinate students furnish 42 and Lower Subordinate 39. There is only one Draughtsman. No pupils joined the Technical High School. The courses and scholarships laid down for this department have quite failed to attract pupils and some modification of the conditions appears desirable. Only 32 students are returned as 'domiciled' so that the proportion of Burmans in attendance is comparatively small. The Headmaster, however, reports that Burman students have done well, two Burmans being at the head of the first year in the Lower Subordinate and Upper Subordinate classes respectively. The general behaviour of the students was satisfactory. It is pleasing to note that the old students of the school contributed Rs. 500 towards the laying out of the play ground. The Headmaster is anxious to have the smithy placed in working order and to procure a small gas installation for the laboratory, for which the water-supply is now ready. These very necessary items could not be provided in the year under report owing to lack of funds. It is hoped, however, that provision will be possible in the current year. Owing to numerous points of detail yet unsettled it was not found possible to publish the prospectus in the year. To a certain extent this may account for the failure of the Technical High School and Draughtsman's class. The Committee of Visitors has taken a more active part than heretofore in the affairs of the school and a proposal for its conversion into a body of governors is under discussion. A board of management composed of experts and persons interested in engineering or technical education might be of considerable assistance to the Director of Public Instruction, who should however retain powers of general supervision and control.

Burma Railway Workshop classes at Insein.

49. The report on the European Apprentice Technical Class at the Burma Railway Workshops, Insein, states that the percentage of passes in mensuration was poor and the acquirements of the pupils in this subject unsatisfactory: rules had apparently been learnt by heart without practice in the intelligent applications of them. Similar remarks are made in connection with the answer papers on "Steam and the Steam Engine," one student's work however being noted as creditable and another's as showing promise. There were 16 pupils in the class. There is also a class at these workshops for Burman and Karen apprentices. The Education Department examined the English of these native apprentices and found it fair. This class numbered 13 pupils. There are also 25 European lads apprenticed out with stipends to various firms, mills and private industrial concerns in Rangoon, Moulmein, Akyab and Mandalay.

Technical work in Anglo-Vernacular and Vernacular Schools. Statement III.

50. The only ordinary schools at which really practical technical work is carried out on any important scale, if the Reformatory, Insein, be excluded, are the Convent Industrial School, Prome Road, where cookery, dress-making and lace-making are taught to 37 pupils, the Bghai Karen School, Toungoo, where printing, weaving (for girls), book-binding and carpentry are taught to 55 pupils, and St. Mary's, Rangoon, in which last lace-making is done. Weaving is taught in the Northern Circle at 15 Vernacular Schools and one Anglo-Vernacular, *i.e.*, the S. P. G. Mission School at Shwebo. The Inspector of Schools comments on the rareness with which needlework is taught: only four Anglo-Vernacular and six Vernacular Schools in his circle attempt this subject, yet it is one of the most important and useful. As the Inspector of Schools says: "It is one of the first of household arts and lends itself admirably to the teaching of habits of order and cleanliness." In the Central Circle weaving is done in one school only. No Vernacular School takes needlework for examination, though it is included in the curriculum of the Government Vernacular Girls' School, Minbu: at Taunggyi the subject is taught in the American Baptist Mission School (Anglo-Vernacular). In the Southern Circle, needlework is taught in three Anglo-Vernacular Schools at Kemmendine, Insein and Nyaunglebin respectively: no weaving is done. In the Western Circle needlework is more in vogue among Vernacular Schools, no less than 22 taking it. In the Eastern Circle weaving is done at the Bghai Karen School, Toungoo, and needlework in 16 Vernacular and five Anglo-Vernacular Schools.

Government Reformatory, Insein.

51. At the Reformatory, Insein, tin-smithing, carpentry, cane-work and boot-making, all of a practical kind, are taught and the pupils appear to make good progress, the articles turned out being useful and substantial.

School for the Blind.

52. In the Eastern Circle there is a school for the Blind at Moulmein, the only institution of its kind in the province. A new building is under erection and nearly ready. The School, which is under the superintendence of the Revd. W. E. Wiatt assisted by a Committee, teaches cane-work and basket-weaving, as well as reading and writing in the Vernacular by an adaptation of the Braille method. There are 14 pupils distributed among seven standards.

Manual Training.

53. Under the scheme for Anglo-Vernacular Schools manual training (commonly known as Slöjd) begins with paper-folding, clay-modelling, card board work and drawing and develops from Standard V up to VII into regular wood-work and carpentry. Thus it has much in common with subjects taught in Kindergarten classes and is in reality merely an extension of Kindergarten methods. Professed Kindergarten classes are attached to 17 European or Anglo-Vernacular Schools. The Inspector of Schools, Eastern Circle, reports that work has been successfully carried on in all classes of the Government High and Normal School, Moulmein, but that the expense of providing plant and furniture has precluded the introduction of wood-work into other schools in the circle. A Vernacular Primary school at Theinzeik under the Roman Catholic Mission has opened classes in 'Slöjd.' The Inspector of Schools, Southern Circle, states that "Slöjd" is taken at the Roman Catholic Mission schools at Thônzè and Gyobingauk: at the former the training extends up to Standard VII, in the latter it is confined to Primary Standards. The quality of the work produced this year is above the average, especially at Thônzè. The Inspectors of Schools, Western Circle and Northern Circle, offer no remarks in this connection: the Inspector of Schools, Central Circle, notices only the work at St. John's College, Rangoon, where the subject is taken in all classes from first to seventh: 369 pupils were examined and 233 passed. During the year the introduction of manual and technical training into Arakan, especially in connection with District Cess Schools there, has been under discussion. Various proposals including the institution of 'Slöjd' classes, the establishment of technical schools for particular crafts (*e.g.*, smithing and boat-building) and the organization of an apprentice system for training carpenters and mill employés have been under consideration. Practical difficulties due to the temperament of the people, the want of expert supervision and expense have stood in the way of the execution of any particular project. The Vernacular curriculum provides a course of manual training supposed to be adapted to vernacular schools, but it lacks attraction, being very rarely taken up or carried through and apparently is not considered of much practical benefit. The whole matter of technical training, which, it must be admitted, is still in a very inchoate state and sorely needs co-ordination, will be investigated at a conference to be held in the current year. In any case no very ambitious scheme is necessary. The problem is to link on to school education the necessary preparation for handicrafts as well as training for such evolution of modern industrial technique as the growth of the province and the extension of ideas, methods and conveniences of western civilization will entail, without attempting in the sphere of ordinary and domestic arts and crafts to revolutionize or denationalize the immemorial methods of the country or to supply humble oriental life with ornaments, utensils or garments more elaborate than it needs or has the means or wish to purchase.

Drawing.

54. The Inspectors all commend the new Drawing courses, which are stated to be much more stimulating than the old and to be welcomed by both managers and pupils. Special progress has been made at the Baptist Collegiate School under the able and enthusiastic supervision of Miss Hicks. A course of training for teachers and students (both Anglo-Vernacular and Vernacular) in Normal Schools is laid down and it is understood that the Inspector of Normal Schools is applying this. The number of Anglo-Vernacular Schools taking drawing is 57, that of Vernacular is 22: last year's figures were Anglo-Vernacular 24 and Vernacular 16. Eleven European Schools have now taken up the subject as against two in 1907-08. In the examinations for teachers the number of passes (except in Geometrical Drawing) was well in advance of last year's figures.

Singing and Music.

55. Singing is taken in 18 Anglo-Vernacular and European Schools and one Vernacular School. The number of passes was somewhat less than last

year. Proposals to extend the Tonic Sol Fa system of teaching are under consideration.

Commercial Education.

56. There is no registered commercial school, but the Revd. W. G. White has opened a private class for shorthand, book-keeping and commercial correspondence in connection with St. Mathew's School, Moulmein. The pupils (whose numbers fluctuated from 61 to 20) consist of school boys, teachers and clerks. Pitman's shorthand and single and double entry in book-keeping are taught: Mr. White, however, thinks that single entry will be sufficient in future, the other being seldom used in commercial practice in Burma. The experiment is of interest and it is hoped will prove successful. A private class is held in Rangoon by Mr. Chapple to teach shorthand and typewriting. Arrangements were made to send four scholars at Government expense to this class and also to induce schools to take up these subjects: it is too early yet to pronounce on the results. A departmental examination in commercial subjects was revived during the year: seven candidates were presented and four passed. The precise value of this test is doubtful and firms are being consulted on the matter.

Survey schools.

57. Survey schools have increased by one, a school, closed six years ago at Mergui, having been re-opened. The Settlement Commissioner states that on the whole they are in a satisfactory state, and there has been marked improvement in the educational attainments of students coming from Upper Burma. Drawing and field-work need more careful attention.

CHAPTER VIII.

FEMALE EDUCATION.

Statistics. Statements I, IIIA & V.

58. The number of female pupils in public institutions has risen by 4,138, the bulk of the increase being in primary schools, and there being a decrease of eleven in normal schools. Out of the total of 70,358 in public institutions over 51,000 are in boys' schools. Only 4,224 girls obtain instruction in private institutions. Of girls under instruction by far the largest proportion is Buddhist, the lowest being Hindu (Brahman). Seven ladies attend arts colleges and 87 normal schools. There has been a decrease of 24 female pupils in public institutions in the high stage but a gain of 17 in the Middle.

General remarks.

59. In Vernacular schools very few girls pass beyond the primary stage. Even the Government Vernacular School at Minbu, which was raised to the middle stage last year, had only one girl in the Fifth Standard at the time of the Inspector's visit. That officer remarks in this connection: "If an efficient school at headquarters fails to attract girls where there is no competition from Anglo-Vernacular schools it is evident that little can be expected from jungle schools . . . . . Burma is not nearly so far ahead of other provinces as one might expect from the greater freedom of women in this country." According to the Inspector of Schools, Eastern Circle, however, an increase in the number of separate middle schools for girls would tend to a general increase of girls under secondary instruction since the Burman parent objects (probably rightly) to co-education during the period of adolescence. The Inspector of Schools, Northern Circle, is of the same opinion and quotes statements from a petition of parents at Katha for a Government girls' school. He considers that the Inspectress when appointed will find ample scope in this direction. Probably the Deputy Inspector of Schools, Toungoo, affords a more pertinent view of common popular opinion. He writes: "Jungle Burmans do not see the use of educating girls beyond the lower standards." (This at any rate is an advance on India, where no education at all is often considered sufficient.) "Some do not send their children to school lest they should be able to read and write love-letters, while others are under the superstition that girls are liable to commit sin when they become literate, because while reading a book or paper they happen to make the august letters touch the petticoat, which is considered the basest garment." There are also of course other and more practical domestic reasons (as the Inspector of Schools, Eastern

Circle, points out): "Mothers want their daughters to help in the case of younger brothers and sisters or to add their share to the household income or by sitting at the receipt of custom, in the bazaar to attract a good husband. 'If,' say the parents, 'they join a Mission school, they may forsake the religion of their fathers, while if they become teachers they will have to work in far away villages and what help shall we get from them in our old age?' Ability to read and write and to transact bazaar business and calculations is considered a sufficient intellectual training; more in fact would probably prove a hindrance in petty trading or the pursuit of the necessary husband."

60. Among the Europeans and Eurasians female education is not neglected but here too the bulk of it falls in the primary stage. Thus of female European and Eurasian pupils in public institutions throughout the province 65 are in the High, 350 in the Middle and 1,179 in the Primary stages.

Management.

61. As regards management and control of separate girls' schools, four vernacular institutions at Minbu, Akyab, Mergui and Sandoway respectively are under Government with a total attendance of 299. Of these all except the Sandoway School are classed as Secondary. All other girls' schools are under aided management.

Examinations.

62. For the Matriculation of March 1909, seven girls were presented and six passed: 17 girls out of 31 passed the European High School Examination, 85 the Anglo-Vernacular Seventh Standard, *nil* the Vernacular Ninth Standard, six only in Vernacular Standard Seventh, 330 the Anglo-Vernacular Fourth, and 879 the Vernacular Fourth Standard tests.

Inspection.

63. The work of inspection was carried on throughout the year by the ordinary male inspecting staff. It is hoped that before the close of the current year the sanctioned posts of Inspectress and Assistant Inspectress will be filled. Miss Laughlin of St. Mary's School, Rangoon, acted as Inspectress of Needlework and visited 24 schools during the year.

CHAPTER IX.

EUROPEAN EDUCATION.

Numbers of schools and pupils. Statement III.

64. The number of European schools has increased from 18 to 24, the number of scholars in European schools from 2,334 to 3,135. Of the latter number 1,533 are boys and 1,602 girls. Very nearly half of both boys and girls are in the Lower Primary standards. Far too many pupils are still taken away in the middle stage so that in the High Departments there are only 51 boys and 65 girls. European schools include a certain number of purely native pupils and the Inspector reports that in two instances the maximum of 15 per cent. has been reached. In addition to European pupils in European schools, Europeans still attend Anglo-Vernacular schools to the total of 590, of whom 118 are girls and 472 boys. This figure is very much less than in former years and the decrease is due to the institution of no less than four separate establishments for Europeans (*viz.*, St. Paul's, Rangoon, St. Patrick's, Moulmein, St. Anne's, Akyab, and the Convent, Maymyo) by Managers of Anglo-Vernacular schools and the conversion of two Anglo-Vernacular schools, *viz.*, St. Joseph's, Bassein, and the Cantonment School, Moulmein, into European ones. This result of the policy indicated in the European Code should be fraught with considerable benefits to the European and Eurasian community generally, for, if their children are not to lapse into Oriental habits of life and thought, separate schools and training modelled as far as possible on that of the mother country are incontestably desirable. The total of the community under instruction is placed at 3,575. At the last census the total European and Eurasian population in the province was reckoned at 18,033, of which, at the ordinary percentage, roughly 2,705 would be of school-going age. Obviously this community has increased considerably since 1901, but even so the number under instruction when compared with the probable number of persons of school-going age is curious. Either the percentage usually accepted for the

proportion of school-going persons to a given population is in this case wholly irrelevant or a considerable portion of the pupils reckoned as Europeans for the purposes of this chapter would not be treated as such in the census lists.

65. The number of Europeans in Arts Colleges, 27, has not changed since last year. The number of those attending technical institutions in the province is 49 and of those attending Normal Schools 19. No students have yet been sent to Sanawar. Statement III.

66. The only Government European school is that at Maymyo, where excellent buildings and a spacious playing field have been provided at considerable expense to Government. The necessity of such a school for this province and the special advantages of its situation as well as the obvious objections to transferring the management of the institution to any of the sectarian agencies through which European education is otherwise carried on need no demonstration in this report. The delay in the appointment of a Principal has somewhat retarded progress and prevented the reorganization of the staff, which should be one thoroughly worthy of the dignity of the school and its ideals. Nevertheless the numbers of the school have risen from 90 to 101. Another important European institution is the Diocesan High School, Rangoon. This school is intended primarily to benefit pupils of the Anglican communion: it numbered at the close of the year 271 on the roll, of whom 47 are to be classed as non-European. At the Departmental examinations its pupils specially distinguished themselves by gaining the first four places in the Middle Scholarship test. Other large European schools are the Roman Catholic ones St. Paul's, Rangoon, and St. Patrick's, Moulmein, establishments comparatively lately separated off from Anglo-Vernacular schools and provided with suitable buildings and staffs of their own. At Mandalay, by the close of the year, a similarly separate school was set up at St. Peter's, Mandalay, too late however to be included in the statistics for the year. Particular Schools.

67. The Inspector of Schools reports in connection with examinations that there is still a tendency to commit text books to memory and to teach a practical subject like Domestic Economy too theoretically. In Burmese, translations from English were poor, as was also the case in French and Latin. He suggests that the Final or "High School" Examination is of sufficiently high a standard to be considered equivalent to the Senior Local Examinations of Oxford and Cambridge and that it might be worth while to take steps to obtain its recognition as such, since a pass in these examinations carries privileges of exemption in various British Universities. He also represents that practical teaching in Science is rendered impossible by the absence of proper laboratories and dearth of suitable apparatus and points out in addition that except in the Convent Industrial School, Prome Road, no technical work or manual training is taken up in any school. Even drawing is attempted in 11 schools only. He has undoubtedly placed his finger upon a very serious deficiency. Unless in our European schools we can give at least the same opportunities for the study of Science and the training of hand and eye as are provided in (say) a Higher Elementary school under a local authority in England, our European boys will be turned out very inadequately fitted to cope with the conditions of life that modern industrial civilization imposes. Moreover, it is necessary not only to provide for such objects through the media of new syllabuses and curricula, such as have been under elaboration during the year, but also to ensure that when courses are provided they can be and are properly carried out. School work.

68. A word remains to be said on another point. The religious and moral welfare of European pupils is looked after by their parents and priests or ministers of the various sects. Their manners appear to be too often left to look after themselves. Much is heard about the deterioration of the manners of Anglo-Vernacular school boys, but it is an error to suppose that Eurasian or European lads in this country are necessarily superior. Girls fare better, mainly because they have a natural aptitude for the conventional niceties of social life, and also because many of them come under the direct influence of female teachers born and bred in Europe and usually sprung from a higher social stratum than the majority of teachers in boys' schools. It behoves the latter however to do what they can in this matter and it is much to be desired that parents should endeavour to co-operate with them. Religious and moral training.

CHAPTER X.

EDUCATION OF MAHOMEDANS.

Numbers of Schools and scholars. Statements III and VI.

69. The total of Mahomedans under instruction in public and private institutions has increased by 2,245 and now stands at 11,783. The number in public institutions is 7,901, an increase of 1,171 over last year's figure. Only eight however attend Arts Colleges; 13 passed the Matriculation, 266 the Middle School examination and 846 the Upper Primary test, a distinct improvement on the passes reported last year. Those learning English amount to 1,857, the large majority of whom attend ordinary Anglo-Vernacular schools. There are however two special Mahomedan Anglo-Vernacular schools of growing importance in Rangoon, the Madrassa Islamia and the Randeria Madrassa, but the total of pupils in the two together is not more than 191. There is however talk of the establishment of a much larger institution, for which a considerable endowment is to be provided, by the generosity of a Mussulman well known in the Rangoon commercial world. Under the category of Vernacular schools the largest number of public institutions and scholars is to be found in Arakan, where a marked increase has occurred. In Kyauksè, Sagaing and Shwebo there are no separate schools for Mahomedans, who attend ordinary schools. In Moulmein six schools for Mahomedans with 232 pupils have been started during the year. Private institutions teaching the Koran only number 194 and contain 3,831 pupils.

Comparison of figures with figures for previous years. Statement III.

70. As the report for 1907-08 noted a decrease both of schools and pupils under Mahomedan education a comparison with the penultimate as well as with the immediately preceding year becomes desirable. In 1906-07 the total of Mahomedans under education in public institutions was 6,804, while those attending private institutions were estimated at 4,161. In 1907-08 the former figure had sunk to 6,730 and the latter to 2,808. In the year under report an analysis of the figures shows that 7,901 are attending public institutions and 3,882 are in private schools, the total being 11,783 as against 9,538 in 1907-08 and 10,965 in 1906-07. Consequently it is clear that the leeway has been more than made up and that the main factor in the decrease noted last year was to be found in schools under private management, the calculation of the actual numbers of which must always be a matter of some uncertainty, resulting therefore in variable quantities from year to year. It is possible that the figure for 1906-07 exaggerated while that for 1907-08 under-estimated this item. In any case, if the three years are taken together, there has been an appreciable gain in the number of Mahomedan scholars in public institutions. The bulk of the increase is of course in primary education.

Statement IIIA.

71. Female education among the Mahomedans is still backward. Only 1,317 are under instruction in public institutions; the figure for private schools may be put at 974. The number of Mahomedan girls learning English is 35 only.

Inspection

72. The necessity of an assistant or coadjutor for the Deputy Inspector of Mahomedan Schools is again urged by the Inspector of Schools, Western Circle, who fears that, without this, the increase noted for Arakan may fall off. The review of the figures for the past three years given above would seem to indicate that the appointment of a special Mahomedan Deputy for Mahomedan schools, despite the throw-back caused by the desertion of the first incumbent, is being justified and that the present Deputy is doing good if unobtrusive work.

CHAPTER XI.

EDUCATION OF SPECIAL CLASSES.

Numbers of schools and pupils.

73. The totals of both special schools and scholars have increased by 105 and 1,111 respectively. The increase has been in public institutions, the returns for private schools and pupils showing a decrease of pupils but an increase of schools. Thus among the Karens (of whom no less than 29,291 are

under instruction) public schools under private management and their pupils are more numerous than in 1907-08, whereas though Karen private institutions have increased in number they are attended by fewer pupils. A remarkable increase has occurred among Taungthus, who have now 44 schools with 908 pupils against 239 pupils in nine schools in 1907-08 : in this tribe the private institutions have also risen from seven to 14 containing 186 or 100 more than in the previous year. Much of the increase may be attributed to the energy of the Deputy Inspector of Schools in the Southern Shan States. The returns for Shan special schools shew a decrease, although primary education has been extended in both the Northern and the Southern Shan States. The reasons for the decrease are partly the falling away of normal schools and the fact that in this year separate returns under special classes have been made for Inthas and Danus, who formerly were included under 'Shans.' The Inthas possess 32 schools (of which 10 are private institutions) with, in all, 1,020 pupils: the Danus have 80 schools (50 being private institutions) with 1,137 scholars. For Chins 23 schools of these classes with 457 pupils are shown against 16 schools and 375 pupils in 1907-08. Kachins apparently have no 'private institutions': under private management they tolerate 12 public schools with 281 pupils in addition to two Government Vernacular schools attended by 52 pupils. The Government school at Waranaung has however dwindled away and was closed at the end of the year. In the American Baptist Mission school at Bhamo Kachins are taught gardening and they have carried back to their villages from the school the cult of the potato. The school also supplies teachers for outlying villages. The same number of Vernacular public schools under public management is maintained for 80 Chins, while three schools of this class for Shans entertain 249 children. A new Government school for Chins is to be opened at Tiddim. Attempts to teach English to Chins are made in two public schools under Mission management at Thayetmyo and Sandoway and to Shans in one similar school at Bhamo. On the other hand no less than 2,761 Karens are learning English in 12 schools conducted by Missionaries, some of them situated in places remote from centres where English is heard or understood. The Anglo-Chinese School under Government at Bhamo having failed effectively to carry out the purposes for which it was founded and thus entailing unjustifiable expenditure was closed shortly after the end of the year under report.

General remarks.

74. The present Inspectors in the Northern Circle and Central Circle emphasize the language difficulty, especially in regard to the Shans, for whom they urge that Shan is the necessary medium of instruction in the Lower Primary stage and that in certain areas it should be substituted altogether for Burmese in Primary schools. The Inspector of Schools, Northern Circle, writes: "The stupidity sometimes attributed to Shans is partly accounted for by their ignorance of Burmese: an education conducted in a language only half understood by the pupils is a training in failure. For every Shan boy who passes a standard in Burmese double work has been expended and a double grant should be drawn." The political authorities are understood to be in substantial agreement with the Inspector's views and also to hold that in the Mission schools in Kēngtūng Shan should be taught in lieu of Burmese. A visit was paid by the energetic Deputy in the Southern Shan States to Kēngtūng, where he saw a number of newly established Mission schools. It is not however feasible for him to inspect properly so large and distant an area as Kēngtūng and the remoter Shan States, and the Inspector of Schools considers that his activities should be confined to the Western and Central subdivisions. For Karenni, where the Roman Catholic and American Missions are carrying on valuable pioneer work, Sir George Scott contributes an interesting note. He states that, though the private school started at Loikaw has been abandoned, its loss is not regrettable and that another school will take its place. There is also an American Baptist Mission school at the same centre. A Roman Catholic School under Father Pirovano has been placed at Hpaikon. its Karenni and Padaung pupils are described as "enthusiastic learners." The schools at Lawksawk, Samka and Hopong are also stated to be doing well and the Chiefs generally are reported to be interesting themselves in education to a greater degree than in previous years.

Tamils and Telugus.

75. The returns for Tamils and Telugus betray a decrease slight but general. Such pupils congregate mainly in Rangoon and Moulmein, but a new Tamil school was opened under the Revd. Mr. Latham in Bassein, where the Commissioner thinks it will do good work. The Anglo-Vernacular schools of this class are seldom more than mediocre, while Vernacular instruction is too often conveyed under conditions most fitly characterized perhaps in the terms applied by Hobbes to the life of our earliest human ancestors. Now that a new and well-educated Tamil Deputy Inspector of Schools has succeeded the previous incumbent, some improvement will be looked for.

CHAPTER XII.

PRIVATE INSTITUTIONS.

Statistics. Statement III.

76. Private institutions are all in the elementary stage. The number of schools has increased by 374, whereas the number of pupils taught has declined by 4,194. The decrease has taken place mainly in Buddhist schools, there being a slight increase of 30 in Mahomedan institutions teaching the Koran. Of Buddhists under instruction 42·1 per cent. attend private institutions: the percentage for 1907-08 was 44·2. The largest number of private institutions is to be found in the Sagaing Division, where practically all are Buddhist, the smallest in the Chin Hills, which boast of two only. Mandalay, Magwe and Meiktila also have a considerable number of these schools, while in Lower Burma districts they are distinctly less conspicuous, though increases in the number of institutions are recorded for the Irrawaddy, Pegu and Tenasserim Divisions. The decline in pupils mainly affects Sagaing, Meiktila and Magwe and the Southern Shan States, which last area also shows a marked falling off in the number of schools, a loss which is more than compensated for by the returns for both schools and pupils in the Northern Shan States.

77. The statistics for private institutions are seldom reliable *au fond*, nevertheless taken one year with another, they do not exhibit any grossly suspicious fluctuations. It is noteworthy therefore that, while only three years ago the figures of attendance in public primary institutions and the corresponding ones for private institutions were approximately equal, now a definite ascendancy appears to have been established by the former class of institution, in which no less than 192,293 pupils are accounted for as against the 170,225 of private institutions—and this despite the enormous superiority that the latter possess in respect of the actual number of schools, which curiously enough seems to be still increasing. A process under which schools increase as pupils disappear, if stretched to its logical conclusion, would produce a paradox unique in the educational annals of any country, except perhaps those of Laputa.

78. There is however no need to regard this evolution with dismay. More children are being educated than ever before and a not inconsiderable number even of those who attend lay or mission schools pass through a preliminary stage in a monastic school, while as many as 2,868 schools of the latter class are on the registers of the Education Department. Hence there is little risk of any abrupt severance from the traditional system of the country. An attempt has been made moreover to win over the outstanding *kyaungs* by the provision of special grants and concessions. *Pôngyis* have not readily availed themselves of these concessions. In the Northern Circle, 10 *kyaungs* in the Mandalay and 24 in the Katha and Myitkyina Districts have been placed on the "B" list. In the Southern Circle some 33 schools, mainly in the Tharrawaddy District, have applied for similar registration, while four in Pegu District and two in Rangoon Town have been registered. In the Western Circle, 177 schools have been registered provisionally in the Akyab, Bassein, Myaungmya, Henzada and Maubin Districts. The Inspector of Schools is however very doubtful whether, if the requirements regarding attendance registers and the minimum of attendance are insisted upon, the registration of these schools can be maintained. In other circles little as yet seems to have been done to

popularize the new rules, and it is hoped that Inspectors will make further efforts in this matter. The main obstacles are the objections of *pôngyis* to keep attendance registers and to teach arithmetic and the difficulty of maintaining an average daily attendance of 10 pupils. More opposition is experienced from *pôngyis* of the Sulagandhi, Dwara and Shwegyin 'gaings' than from those who hold the tenets of the Mahagandis, Kams and Thudamas. Inspecting officers would do well to cultivate the latter denominations more particularly. In any case objections which are valid in practice for monastic can hardly be accepted for lay schools and the latter are of course eligible for registration in the "B" class.

79. The ideal monastic school has been recently described and justly lauded in the local press. Two comments occur to the educationist: one 'o, si sic omnes,' the other 'if instruction without education is vain, education aloof from actuality is purblind.' Who in Europe cites the mediæval 'Trivium' and 'Quadrivium' with their classical tradition and scholastic metaphysics as practical ideals for the education of modern youth? Not by sole reliance on "the Pâli formulæ employed at the Pagoda," and the Mingalathok, the Namakara, the Lokaniti, the Parittam and the rest will the young Burman be enabled to take his place under a British Government in a re-awakened Asia.

CHAPTER XIII.

MORALS AND MANNERS, EXERCISE AND HOSTELS.

80. During the year no serious disciplinary trouble has arisen and schools and students are free from the morbid thirst for political sensationalism that unfortunately distinguishes their kind elsewhere. The Burman evinces no desire for the formulation of an up-to-date political creed and has little aptitude for the absorption of the vicious cant that too often does duty for political philosophy. The Burman school boy eats more and plays more and takes both himself and life less seriously than the Indian. His chief defects, (like those of European boys), spring from the temperament of the race, the conditions of the age, and the peculiarities of the educational system under which he is brought up. From the first arise errors of lethargy or impulse together with a certain parochial pride and a contempt for the weaker or supposed inferior that have always characterized the Oriental, and not least the Burman as the history of British relations with the court of Ava proves. To the second source must be ascribed the growing lack of religious and moral conviction, the rejection of tradition, secular or sacerdotal, and the disinclination for family and social discipline of which so many complaints are current in Europe as well as Asia. To the account of the various educational systems in vogue must be put some of the most obvious faults that mark the baser specimens of students not only in Burma but anywhere. Crudity and sciolism with their natural accompaniments, conceit and lack of manners, are by no means confined to Oriental pupils trained under the methods of the West. But for Asiatics there is this excuse, that the moral and social situation is extremely confusing: the new ideals, often imperfectly apprehended, and the improvements in material civilization seem to refuse assimilation, not only with the old rules of conduct and the ordinary phenomena of Eastern life and climate, but in some cases even with each other. The average student is not an expert in the art of adaptation and occasionally, disgusted with fruitless efforts to arrive at some reasonable compromise, he abandons the problem as insoluble and with it all endeavour to achieve any recognizable standard of behaviour.

81. On paper and in the opinion of the market place remedies are obvious and even plentiful. They consist mainly of particular palliatives, religious or political, or else of exhortations to retrace the present paths of more and more pernicious progress. The true remedy (and its consummation lies very far away) is the evolution in the moral, intellectual and religious spheres of a faith able to clarify and co-ordinate the present welter of incompatible systems and ideals. In this matter, of all the nations of the East, Japan alone has succeeded and that but

temporarily and partially. Her success, such as it is, is due to the application to real life of a creed in which certain elements of the traditional religions and morality of the people have been allied with selected intellectual ideals of the West. The creed may not appeal to European sentiment, but it is based upon the national history and temperament and represents not formulæ but convictions. Hence it is vitalizing and effective. Religion has been utilized for no supernatural ends but to produce devotion to the sovereign 'and those in authority under him,' piety towards parents and propriety of behaviour. The traditional code of conduct handed down by the nobility in combination with the moral teaching of Confucius has supplemented the higher emotion of religion with the further data of ethics required for practical life. Both religious and moral instruction in this kind are given in school. Lastly a genuine belief in the value of intellect and the benefits to be gained from directing its activities to the problems of actual existence ensures the adoption of an educational system in which the spirit is not sacrificed to the letter nor an end to the means.

82. Valuable or not as a precedent, the example of Japan could not in any case be implicitly followed in this country. But something can be done. If religion still affords a vivifying stimulus, if its sanctions are not merely the bulwarks of superstition but the expressions of a force that truly makes for righteousness, neither education nor policy can afford to pass it by. This is why the Burman Inspector, Southern Circle, in a report on religious teaching in Monastic and other Vernacular schools, glances at the social and sentimental influences of the *kyaung* at the same time as he illustrates its religious and moral effect. Deterioration in morals and manners he traces to the fading of the spirit of reverence and that to the decay of religious observance and religious faith. He advocates the restoration in lay schools of what was once common, a course of moral recitations and readings based upon the traditional books. If however religious faith is indeed decaying or decayed, the pattering of Pâli versicles, the repetition of sacred texts and the inculcation of maxims no longer potent will do less than nothing for its restoration. We are then thrown back upon the creation of a moral conviction apart from religion, for which the establishment of a valid principle of life and conduct is requisite. And this is the business of education.

83. The Inspector of Schools, Central Circle, in a special note on this subject, has pointed out that the means to this end must involve not only the inclusion in school courses of teaching designed to develop character but a definite exposition of the higher moral life and of the steps that lead to its attainment. For this purpose the most careful selection of teachers and the rejection of the morally unfit are essential. It is a teacher's duty to create and maintain by practice as by precept a standard higher than that of casual public opinion which is now the main guide of a schoolboy's conduct.

84. Lastly, if any system of education is to make others moral, it must first moralize itself. Religion and morality are not to be proffered or received as the paper wrapping of articles of instruction hawked for sale in a restricted market. Intellectual efficiency is not to be postponed to sectarian advantage. Places and passes, marks and promotions, must cease to usurp the seat of the ideal. True ends must be impartially discerned but rather as phases of a perfect whole than as detached objectives each upheld in rivalry with the others by a conclave of moralists, intellectualists or "the religious." Who wills the end must will the means and these should include the utilization, where possible, of religious influences, the exposition and cultivation of fundamental principles of morality, and the exercise of a strenuous discipline, intellectual, social and physical.

85. Even now some effect is given to the last through the encouragement of games and physical training and the extension of hostels. Of games nothing new can be said. Physical training is given mainly through drill, which under departmental orders is obligatory in Government and Municipal Anglo-Vernacular schools and is taken in 93 Anglo-Vernacular, 4 European and 130 Vernacular schools. Calisthenics are practised in 13 European, 17 Anglo-Vernacular and 9 Vernacular girls' schools, while some 20 Anglo-Vernacular and 7 European schools attempt regular gymnastics. Cadet corps are maintained at St. Paul's and the Diocesan

High School, Rangoon, the Government European School, Maymyo, and St. Patrick's European School, Moulmein. Of hostels there are 172 with 7,469 inmates against 157 containing 7,097 boarders in 1907-08.

CHAPTER XIV.

CONFERENCES AND TEXT-BOOKS AND LIBRARIES.

Conferences.

86. Conferences were held in the Western Circle at Akyab, Kyaukpyu, Sandoway, Bassein, Ma-ubin and Henzada. They were a distinct success and were better attended than those of previous years: among the audiences at the various centres were some fifty *pôngyis*, who prepared papers or offered remarks on such subjects as the improvement of teaching in Monastic schools, the orthography of Pâli words in Burmese, moral instruction and even science. The papers read and discussed concerned educational topics only, the Inspector of Schools dealing in particular with religious and moral instruction, the responsibility of teachers and school sanitation. In the Eastern Circle lectures were delivered on Physiography and Hygiene to Sub-Inspectors and Itinerant Teachers, and a conference for Karen teachers was held at Toungoo. In the Southern Circle Vernacular conferences were held at Prome and Rangoon. In the Central Circle lectures on Hygiene, etc., were delivered to the subordinate inspecting staff at Meiktila. In the Northern Circle Vernacular conferences were held at all headquarters except in the Northern Shan States. The work of the Primary school under the new curricula was discussed and explained and papers were read on the laws of health, physical training, needlework, etc. The Inspector of Schools advocates an Anglo-Vernacular conference next year and the delivery thereat of special courses of lectures in the methods of teaching colloquial English, Drawing, Object-lessons and Physical training.

Text-Book Committee.

87. The Editor reports that the printing in Burmese of Bates' Kindergarten Guide and Bailey's Oral Teaching has been completed. Text-books required for the new teachers' courses in Euclid, Trigonometry, Psychology and History of Education have been translated and printed and works on Higher Arithmetic and Algebra are in hand. Selections of the Quinquennial Report have been translated and prepared for distribution. The 'Citizen of India' is still unfinished. Some miscellaneous translation and reviewing has also been done. Owing to lack of funds the revision of Vernacular text-books, which was proposed and approved during the year, could not be set in hand.

Libraries.

88. The Bernard Free Library has been visited by 16,458 persons and received 472 new books during the year. The Rangoon Literary Society keeps no record of visitors: it received 378 new books. Its membership amounts to 163. The Teachers' Association, Rangoon, added 181 new books to its library, was visited by 6,832 persons and held a course of lectures delivered by Mr. Bulkeley on 'The United Kingdom' for the students of the Rangoon College and Collegiate High School. It was unfortunately unable to arrange for any series of general lectures. The Young Men's Christian Association, which had an average attendance of 35, continued its usual good work.

CHAPTER XV.

FINANCE.

General Remarks. Statement IV.

89. The total expenditure from all sources during the year has increased slightly. A large reduction however has taken place in Provincial expenditure under education, the figure for the year being less than 17½ lakhs as against something over 18¾ lakhs in 1907-08. Provincial receipts under education totalled Rs. 1,20,460: these are not included in the 17½ lakhs mentioned above. If they and a sum of Rs. 819 contributed by Shan Chiefs be added in, we get a gross

Provincial expenditure for the year of Rs. 18,66,626. Under other heads there were increases, the most remarkable being those under Local Funds and Fees, the expenditure under the former being enhanced by over half a lakh and the return under fees showing a total higher than that of the previous year by more than Rs. 60,000. The bulk of the increase must be assigned to secondary schools. Under 'Other sources' there is an increase of over Rs. 11,000.

Total expenditure on Primary schools and Primary Departments of Secondary schools for boys. Statement IV.

90. The total expenditure on Primary schools and Primary Departments of Secondary schools for boys was Rs. 13,57,005 against Rs. 12,22,252 in 1907-08. The funds were distributed as follows :—

(*a*) Towards the Primary Departments of Secondary schools for boys, Provincial Funds contributed Rs. 2,44,828 against Rs. 2,20,153 last year; Local Funds Rs. 45,448 against Rs. 34,638; Municipal Funds Rs. 1,14,855 against Rs. 1,05,545; Fees Rs. 2,75,715 against Rs. 2,45,601; and Other sources Rs. 60,739 against Rs. 46,887.

(*b*) Towards the purely Primary schools for boys, Provincial Funds contributed Rs. 2,58,236 against Rs. 2,51,610; Local Funds Rs. 2,62,398 against Rs. 2,26,915; Municipal Funds Rs. 49,867 against Rs. 53,140; Fees Rs. 36,289 against Rs. 31,534; Other sources Rs. 8,630 against Rs. 6,229.

91. The average cost of educating each pupil of the Primary Department of Secondary schools for boys was Rs. 15·22 against Rs. 15·06 last year and that for the purely Primary schools for Boys was Rs. 3·59 against Rs. 3·4.

Average expenditure and cost per head.

92. The total expenditure on Education amounts to nearly 40 lakhs. The average expenditure per head of population is the same, being 6 annas as in 1907-08. The incidence of the bulk of the cost per head of population is still on public funds, but the share of the latter has decreased and that of private funds increased by one pie per head. The average cost of educating each pupil has fallen in colleges and special schools other than training ones but has risen elsewhere and notably in the last class of institution. A note explaining the relation of the Departmental figures for educational finance to those of the Accountant-General is added at the end of this chapter.

Direct and Indirect Expenditure.

93. Expenditure is also classified as 'direct' or 'indirect' according as it includes that which is directly applied to the maintenance of educational institutions or denotes charges incurred in connection with administration, inspection, scholarships, buildings and other non-tuitional items. Under 'direct expenditure' is shown an increase of over two lakhs, nearly three-fourths of which was incurred on secondary schools, whereas expenditure in this kind upon arts colleges suffered a reduction. The large increase on Secondary education is due to the addition of 74 schools to the list, most of them being not new schools but existing ones promoted from the primary grade. The decline in Collegiate expenditure in one sense marks a gain since it springs from a reduction in the excessive sums levied by the Rangoon Municipality in the previous year on account of rates and taxes for the Government College. Under 'indirect expenditure' a reduction is observed nearly equal to the increase noted on direct expenditure. The cause is to be sought in the fact that far less was spent on educational buildings than in 1907-08, the diminution under this item amounting to Rs. 2,70,461. A considerable increase is shewn under inspection due to the facts that the inspecting staff was increased and that three Inspectors were provided with separate offices at their new Headquarters. Out of the total of nearly 40 lakhs spent on Education over 13 lakhs are expended in 'indirect' charges.

Provincial Funds.

94. In regard to the detailed sources and incidence of expenditure it may be noted that Provincial revenues have been devoted to a larger extent than in 1907-08 to all heads except 'colleges' and 'buildings and equipment': the amount assigned under the latter item (Rs. 1,41,378) represents Rs. 46,187 allotted for Government school buildings, Rs. 86,240 given as grants towards buildings for aided schools, and Rs. 8,951 awarded in equipment grants. In 1907-08 the item was Rs. 3,76,231 apportioned as follows : Rs. 2,47,983 for Government school buildings, Rs. 1,22,632 for aided schools and Rs. 5,616 for equipment grants.

95. Local Funds expenditure has risen by over half a lakh, the bulk of which increase has been incurred on primary schools. The scheme for the establishment of District Cess Vernacular schools was initiated during the year. The Commissioner, Tenasserim Division, proposed 13 sites and was willing to expend not more than 20 per cent. of the District Cess Funds upon Education. The Commissioner, Pegu Division, suggested 29 places but was not anxious to expand his assignments upon Education. In the Arakan Division 25 sites were proposed, and eventually Rs. 65,000 was allotted for the purpose from the District Funds. The Commissioner, Irrawaddy Division, suggested 15 sites. It was arranged that these District Vernacular schools should be permitted to develop in course of time from the Primary stage to the Middle and eventually to the High. A scale of pay for Head Masters and Assistants, ranging from Rs. 50 to Rs. 80 and Rs. 10 to Rs. 50 respectively was laid down. Two schools only appear to have been actually opened during the year, *viz.*, at Victoria Point and Hlaingbwè. Since 1st April 1909 however the opening of eight more (seven in the Akyab and one in the Mergui Districts) has been reported. Local Funds.

96. Municipal expenditure has increased very slightly, the increase being incurred in connection with secondary schools, whereas under primary schools a decrease is observed. The promotion of vernacular schools from primary to secondary grade has counterbalanced the reduction that would otherwise have been expected as the result of the action of Government in taking over certain Anglo-Vernacular Municipal schools. Municipal Funds.

97. Fees show the marked increase noted above. It occurs mainly under English Secondary schools, but Primary and Special schools as well as colleges also shew increases. By 'Primary Schools' are meant Government Primary Schools, whether Vernacular or Anglo-Vernacular, and the few aided Anglo-Vernacular schools that consist of a Primary department only. Aided vernacular primary schools furnish no reliable data from which the amount received in fees can be calculated. Fees.

Under the term 'miscellaneous fees' are included boarding fees, the growth of which testifies to the increasing recognition of the utility of hostels.

98. The cryptic title 'Other sources' conceals from view income obtained from subscriptions and endowments derived from the public or from Missionary or other managing bodies for the benefit of schools or hostels or for sports, prizes, etc. The main increase (as usual) has been in respect of Secondary schools, the apparent figure for Primary schools being very small. But as was pointed out last year much of the amount assigned in the tables to Secondary schools is in reality expended upon their Primary departments, a qualification, by the way, which is also applicable to Municipal educational expenditure. Other sources.

99. The forms of grant obtaining in this province have been adverted to in the reports for the past two years, and have undergone revision together with many other matters in the Education Code. In the case of grants to Anglo-Vernacular schools, the system governing which was the most complicated in the Empire,* certain modifications have been introduced. But the system is still such as to require perhaps rather ending than mending. A simple alternative in the shape of fixed grants has been provided and a fair number of schools have availed themselves of the latter. Many managers however are inured to the 'gamble in futures' as represented by the 'ordinary grant' and its extraordinary developments and are skilled by long experience in grappling with the office in the manipulation of figures. For such and of course for genuinely progressive schools, especially those in which teachers are on incremental pay, fixed grants have few attractions. In any case it is very desirable that managers should understand that a full statement of all fees, endowments, and subscriptions received is essential. At present these items are sometimes garbled or omitted, while Inspectors, so long as their offices remain without accountants, are unable to investigate school accounts with the thoroughness that is necessary in the interest of Government. The changes made in the grants to vernacular schools are Grants-in-Aid.

* *Cf.* the Government of India's Fifth Quinquennial Report, page 91, Volume I.

transitional. More radical schemes tending to substitute attendance and efficiency grants for the existing results system were under discussion during the year and complete proposals are now before Government.

Comparison of the Director's figures with those of the Accountant-General.

100. The total Provincial expenditure for the year 1908-09 amounted to Rs. 19,49,589, of which Rs. 40,422 represented the actual expenditure on Survey schools, Rs. 46,187 the outlay on Government Educational buildings and Rs. 20,317 the actual amount spent on Medical students.

The figures as shown in General Table IV are as under :—

	Rs.
Expenditure on Government institutions shown in column 8	5,92,516
Provincial expenditure on Municipal schools shown in column 9	63,989
Provincial expenditure on Aided institutions shown in column 23	7,00,546
Indirect expenditure shown in column 34	5,09,575
Total ...	18,66,626

The above sum of Rs. 18,66,626 is less than the total expenditure for the year (Rs. 19,49,589) by Rs. 82,963, as the following items are not included in the table :—

	Rs.
Expenditure on Survey schools	40,422
Contribution to Municipalities and District Cess Funds	42,541
Total ...	82,963

Before proceeding to a comparison with the figures of the Accountant-General it is necessary to deduct from the above total of Rs. 18,66,626 the following items which are not debitable to '22, Education' and consequently are not included in the Accountant-General's statement :—

	Rs.
Expenditure on Government Educational buildings	46,187
Expenditure on Medical students	20,317
Total ...	66,504

Hence the net total is Rs. 18,00,122. As already mentioned above the expenditure on Survey schools (Rs. 40,422) and contributions to Municipalities and District Cess Funds (Rs. 42,541) are not included in the table. It is not necessary to include the former item, *i.e.*, expenditure on Survey schools, which is not debitable to the Department's Budget, but it is necessary to include the latter, *i.e.*, contributions to Municipal and District Cess Funds (Rs. 42,541) since they were paid out of this Department's Budget and are shown in the Accountant-General's statement.

Thus if the above sum of Rs. 42,541 is added, this office's figures amount to Rs. 18,42,663 (Rs. 18,00,122 *plus* Rs. 42,541), as against a total of Rs. 18,42,630 shown by the Accountant-General under the head No. 22, Education. There is thus a difference of Rs. 33 on the totals of expenditure returned respectively by the Accountant-General and the Education Department, but it is one which calls for no special remarks.

CHAPTER XVI.

GENERAL SUMMARY.

Control, Inspection and Departmental staff.

101. The numbers of the Inspectorate remain the same as in the previous year. One additional professorship has been created and filled at the Government College, Rangoon. The Indian Educational Service however still numbers twelve members, the additionl Inspectorship spoken of in paragraph 1 of Chapter XVI in last year's report having been filled by a Burman Assistant Inspector of Schools, officiating as Inspector of Schools, Western Circle. The entire teaching staff under Government numbers 301 as against 285 in 1907-08. The clerical staff remained unchanged.

102. The number of Colleges remains the same, but that of pupils has risen by 17, the increase being mainly in the Government College. The total however is still a good way behind the total of 1905-06. Collegiate Education. Statement III.

103. The total of secondary institutions shows a marked increase in the case of boys' schools though the increase in the number of pupils has not kept pace. The figures for girls are practically stationary. The percentage of pupils attending secondary public schools to the school-going population is 4·31. If the primary scholars attending the latter are deducted, the actual total for secondary pupils proper is 11,868 only. Of these 1,189 are girls. Not more than 711 belong to High Departments in which there has been a decrease during the year. Secondary Education. Statements III and V.

104. In primary schools there has been a considerable increase all round, 148 public boys' schools having been added to the list, as well as 84 girls' schools. The increase in the number of pupils cannot of course be set to the account of these new schools only, nor is it sufficiently high to affect materially the average number of pupils per school when the figures for this and the last year are compared. The percentage of pupils attending primary public schools to the school-going population is 12·22. It is pleasing to note that the steady increase recorded in previous years continues without interruption: thus since 1906-07 the total for boys has added to itself roughly one-ninth of the figure for that year, while that for girls has risen by nearly one-third. Primary Education. Statement III.

105. The number of institutions remains the same, but there has been a fall in the attendance in the normal schools for males. It is believed that the nadir of the decline which is due to special clauses explained in Chapter VI has been reached. In any event it is preferable that trained teachers should be fit even if few rather than numerous and inadequately equipped in both general knowledge and the theory and practice of education. Training Schools. Statement III.

106. No changes of first-rate importance have occurred in technical education. The numbers in the Government Engineering School are 82 against 90 last year. The new drawing courses which were introduced during the year have been well received. Isolated attempts to initiate training in commercial subjects were made with moderate success. Technical Education.

107. There has been a distinct increase in the number of female pupils attending public institutions, but the increase occurs almost entirely in primary schools, that in the middle and collegiate spheres being very slight, while there is an actual falling off in the figures for the High Department. The cause of this defect is to be sought in the slight but general decline that has been accounted for in the chapter on Secondary Education. The large majority of girls are still in the Lower Primary standards. Female Education. Statements I, IIIA and V.

108. The total of Europeans attending school in Burma is 3,575 as against 3,518 last year. The increase is slight from year to year, but at any rate it is continuous. Thus since 1906-07 the total of scholars has risen by (in round figures) 170. The number in special schools for Europeans under the European Code is now 2,798: the European scholars in Anglo-Vernacular schools amount to 590. In the previous year the corresponding figures were 2,193 and 1,296. The change in the proportion is a significant testimony to the growing appreciation of the value of a separate training for Europeans and Eurasians. European Education. Statement III.

109. The total of Mahomedans attending public schools shows an increase on last year of 1,171. The main factors of this enhancement are contributed by Arakan, Pegu, Tenasserim and Meiktila, considerably over one-third of it being attributable to Arakan. The total under instruction is 11,783, an increase of 2,245 on the previous year's figure. Mahomedan Education. Statement III.

110. The total under instruction in special schools is 49,375 as against 48,264 last year. There has been a decrease in the figures for Karens and Shans, but considerable enhancement in those for Danus, Taungthus and Inthas. The Chiefs' School at Taunggyi now numbers 76 pupils as against 73 in 1907-08. Special classes.

111. The number of private institutions has appreciably increased, while that of pupils in attendance has declined since last year. The loss has been mainly Private Institutions. Statement III.

in boys' schools. When however this decrease is coupled with the increase in the figures for primary public schools it will be recognized that it is not a matter for special regret. It will be noticed that the latter figures are now very distinctly in the ascendant (192,293 as against 170,225*), whereas only as recently as 1906-07 they were nearly equal (171,657 against 171,470). The extraordinary disproportion in the number of schools however shows no tendency towards diminution: 5,877 public primary schools account for nearly two lakhs of scholars, whereas to afford a minimum of instruction to 170,225 pupils over 16,000 private institutions have been started. Of these 15,701 are *pŏngyi kyaungs*.

General items. Statements I and III.

112. The percentage of institutions to towns and villages has increased slightly and is highest in the Meiktila Division, where it reaches 81·55, Sagaing standing next with 78·31. It is lowest naturally in areas like the Chin Hills and Shan States, where the figures sink to ·1, 1·88, and 3·97. The average n m attendance in public institutions has increased in all classes except under Secondary schools, where the figure is 91 as against 95 last year. The number of schools under public management has undergone some change since last year: Government schools have increased by 6 owing to the taking over of three Municipal schools and the opening of three new Government Vernacular schools, while Municipal schools have decreased by 3. There is thus a net gain of 3 schools and 247 pupils under public management. Privately-managed schools registered by the Department and in receipt of aid have also increased by 315 with an addition of over 13,000 pupils. The figures for the unregistered private schools have been commented on above. Creeds and races all yield increases except the Hindus, the figures for whom show that last year's decline is continuing. As regards languages taught, the number learning English has slightly fallen off, while students of Pâli have very perceptibly increased. The latter phenomenon may be accounted for in public institutions by the incidence of the revised regulations of the Calcutta University. It is curious that the number of persons learning English in institutions under private management has also fallen off and by a very much larger proportion than in public schools (51 per cent. of decrease as against 2 per cent.). It is clear therefore that the cause of decline under this head must be sought in something other than supposed aversion from the new Anglo-Vernacular course, which would not affect private institutions.

Statement I.

113. Lastly, the number of pupils under instruction has risen by nearly 10,000 since last year, the total now reaching 433,211. The total number of institutions is 23,117 against 22,425 in 1907-08: as has been pointed out, over 16,000 are not under the Education Department, though these latter contain a minority of the pupils. In other words, not far from two-thirds of the total under instruction attend public institutions, which however constitute less than one-third of the total number of schools in the country.

114. The revision of the Burma Education Code was completed, at least temporarily, during the year, but the printed copies were not issued until after its close.

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* Or, if Anglo-Vernacular and European primary schools be excluded and vernacular only reckoned, 190,070 against 170,225.

J. G. COVERNTON,
Director of Public Instruction, Burma.

RANGOON, *20th September* 1909.

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APPENDIX A.

"MANUAL TRAINING FOR EUROPEAN SCHOOLS AND ON TECHNICAL INSTRUCTION."

(Extracts from a special report by the Inspector of Normal Schools and European Education.)

* * * * *

The attention to literary subjects has provoked an out-cry from practical men. "Let us have more hand-work and less brain-work. Teach pupils what is useful. Cut out Euclid and Algebra from your curricula and substitute something that will help the pupils to earn their livelihood afterwards." This contains just enough truth to be a dangerous fallacy. It implies that hand-work and brain-work are opposed to each other, but they are not. Hand-work has no place in the school unless it calls upon pupils to use their intellect. It also implies that nothing is of use in after life except what can be directly turned into money. In reality much of our teaching enables a boy, at least indirectly, to earn his livelihood and even Euclid and Algebra have an intellectual value in this connection. The practical man also ignores, what he so often ignores, that life is not all work, that the leisure hours are hours of improvement and it is just as important to give a boy the means of making the most of these as it is to provide him with the means of raising his value in the labour market. It is therefore necessary to emphasize the literary as well as the manual side of training.

* * * * *

To some extent hand-and-eye training has already been provided in school curricula. The value of 'doing' has been recognized in the Kindergarten Departments where the gifts and occupations teach children, within limits, dexterity of hand in connection with such simple constructive exercises as they can understand. Drawing also has great possibilities in training the hand. Clay-modelling, cardboardwork and woodwork have been recognized in Burma, but have not been taken up by any European schools. Science is included in the curriculum, but has had no followers.

* * * * *

The connection between manual and industrial training is natural and close and yet there has been an attempt to draw a hard-and-fast line of cleavage. Educationists have been largely responsible for this. They are anxious to dissociate the school from any teaching of "the bread and butter order" and lay stress on the general aspects of manual training. Manual training, according to them has little or nothing to do with the work produced, but only with the process of production. The bracket or soap-box made by the pupil, if sold, makes the labour industrial. Presumably, if it were given away, the labour is educational. This distinction is carried so far that French studied with a view to the enjoyment of the language and literature is educational whereas if it is to be used commercially it is industrial! Geography too, is in one category with the qualifying adjective "commercial" and without it is in the other. This position is absurd and untenable. To say that manual training has to do with the process only and not with the result, is to laud form over content. The history of education, even on the literary side, shews a constant struggle with and gradual emancipation from this idea. In their endeavour to free the school from utilitarian ideas with regard to manual training teachers are in danger of discrediting the subject.

* * * * *

Allusion has already been made to Kindergarten gifts, and occupations, drawing, cardboard, clay-modelling and wood-work as furnishing the means of manual training. Whatever subjects are chosen the first care is that they should be suitable to the needs of the child at the time so as to admit of the fullest development of mind and body. The subjects mentioned above will do well as affording means of manual training, but they are by no means all that might be chosen. Iron-work has its supporters, but wood-work, photography, glass-blowing (in higher standards) have all been recommended. The industries are being ransacked in order to provide subjects which will give educational and at the same time, manual training. In reality our manual training must be elastic, if it is to be valuable. There is just a danger that the wood-work courses now in use may become too rigid.

* * * * *

All these manual occupations, it should be understood, are strictly subordinate to literary training, which should always have the first place in school. They are taught as much for the general training they impart as for any result which may be achieved. This general training may and does assist a pupil in undertaking any form of handicraft in after life, but this is by the way. Its chief purpose is to give that motor intellectual training, which is complementary to intellectual as such.

But it is equally important to note that manual training is not a thing apart from the school, to be spoken of as if it were a mere addition to the curriculum. It is an integral

part of it and it is our business to see that it does form a part of every pupil's instruction in some form or other from the Kindergarten to the High School. Co-ordination of literary and manual training is highly desirable.

* * * * *

In passing from Manual Training to Technical Education we frankly cross the Rubicon. We are now concerned primarily with such work as will 'pay' in after life The field open is a wide one and choice should obviously be regulated by the industries carried on locally. But there must be no mistake about what technical education presupposes if it is to be of value. It cannot build on a poor foundation and any attempt to superimpose technical training on anything but a sound general education is doomed to failure.

* * * * *

The irreducible minimum then, preliminary to any attempt at technical training, is a sound training in the three 'Rs' in mathematics, in elementary science and in drawing. If Manual training can be added, so much the better. The European boy who learns engineering, so far the only profession which can be called technical, has rarely passed the Seventh Standard. By means of an apprentice stipend he enters on a course either in a mill, dockyard, a railway workshop without any of that elementary knowledge which would enable him to take an intelligent interest in his work. In the railway workshops an attempt is made to remedy this defect by holding classes in Mensuration and Steam, but so poor is the mental equipment of the boys that quite half of them make no headway in either subject. Anything like an intelligent grasp of the principles under-lying their profession is thus impossible, and the end must be a workman who has a rule-of-thumb acquaintance with his work, fit probably for employment in a subordinate position, but utterly unfit to be trusted as a master-craftsman.

There is plenty of scope for men of the latter class, but few are forthcoming. The apprentice system is not one which leads to sound technical training, but if given better materials something could be done in, say the railway workshops, by way of evening classes to train the better boys. Perhaps the Railways Company might be induced to offer stipends to boys entering with a Seventh Standard qualification.

What has been said applies to the greater number of European lads who enter crafts. A few—very few—qualify for entering the Engineering School, and they being required to reach a fair standard of general education on admission are enabled to make a better use of their training. This school should be developed to its fullest extent so as to include courses in electrical engineering. As the Engineering School and the Railway Workshops are both situated at Insein, arrangements mights be made to utilize the school staff for certain subjects.

As regards other technical subjects which might be useful to European lads it is difficult to say anything. They have shown no desire to enter any profession but engineering. Burma is not an industrial country, but agricultural.

If there were any hopes of farms on a large scale being established, European lads might be induced to take up Scientific Agriculture, but so far this does not seem likely to happen in the near future.

Two other possible openings for Europeans suggest themselves, namely, oil-refining and chemical industry. For both an elementary knowledge of science is essential. Enquiries from commercial companies might shew whether there is any opening for European and Eurasian lads with a good training and might elicit encouraging replies.

To sum up—

(1) Technical education presupposes a good elementary education which should include a training in a science. Laboratories are therefore essential in all European schools, at least those which reach the High School Standard.

(2) The Engineering School should be developed to include at least electrical engineering.

(3) The apprentice system might be maintained as now for boys who enter workshops and mills. These stipends, however, are given rather on the ground of poverty and most frequently to boys with low educational qualifications. Something might be done to induce those with Seventh Standard qualifications to enter these shops by offering an additional stipend. It is doubtful whether the workshops would be willing to offer anything as they probably get good rule-of-thumb workmen out of the present system, but in the interests of the European boy, it is well worth considering whether Government might not offer some inducement so that European lads might be trained better. The Railway Workshops are perhaps the only ones where better training could be given as evening classes would be possible. If such classes could be held in Rangoon, there would be no objection to stipends for other workshops.

APPENDIX B.

"MORAL INSTRUCTION IN SCHOOLS."

(Extract from a special report by the Inspector of Schools, Central Circle.)

The very words "Moral Instruction" in these days arouse such a host of latent antipathies and sectarian feeling, and the subject itself bristles with such difficulties that it is impossible to approach it without diffidence and apprehension. Some of these difficulties apparently diminish if the term "ethical teaching" is substituted for "moral instruction," since the latter term has been adopted by an important league, which by its non-sectarian attitude has roused the hostility of all the English Churches alike. But in spite of difficulties the subject must be discussed and some form of ethical teaching adopted in the schools of Burma to meet the almost universal demand for such teaching. The Annual Report on Public Instruction for 1907-08 mentions (page 28) that, of seven Commissioners who were consulted on the advisability of introducing moral instruction into the curriculum, only two were against the proposal. It is remarkable, however, that most of the Commissioners were agreed that effective moral teaching could only be conveyed through the medium of the pupil's religion.

* * * * *

The view that morality cannot be taught independently of religion involves practical difficulties, as was pointed out in last year's Annual Report (page 28), because it involves a departure from Government's policy of religious indifference. Theoretically too, the position is unsound. It is generally admitted, except perhaps by missionaries of individual faiths, that any of the great world religions may serve as a basis for moral teaching. If *any* religion may be so utilized it is fair inference that *no* religion is *necessary*, unless it is contended that mankind needs to be frightened into virtue, like a child, with the bogey and the big stick. At the root of the difference between the advocates of moral training and of religious teaching are the two opposing views of human nature, the orthodox Christian view, and the evolutionary theory.

* * * * *

The tendency of modern thought is increasingly towards the latter view. This view too, has immense practical advantages since it avoids such unedifying struggles as that which has continued for seven years between the various religious sects in England. * * * It is in accordance also with the tendency illustrated by the history of every race of men to liberate themselves from priestly control. Already definite moral instruction, apart from religious instruction, is compulsory in Japan, France, Italy and Portugal; the English Board of Education recommends it, and the Education authorities in England and Wales are rapidly taking it up; it is given in many parts of the United States and the British Colonies. It is interesting to note that an attempt, made some few years ago, to show that secular education coincided with a higher percentage of criminality in those colonies where it had been adopted, was conclusively rebutted by the publication of comparative criminal statistics.

It is sometimes urged that as every lesson has a moral aspect, and the teacher's example, together with the enforcement of school rules and discipline, has important moral influences, no direct ethical teaching is necessary or advisable. Such direct teaching should be done in the home or by professed ministers of religion. It is urged that the English public school system, for instance, has produced results which even the Germans envy, and that, too, with no other means than the personal influence of the head master and his staff exercised through the elder pupils to produce a good "tone." It should be remembered however that the public school boy's code is a curious mixture of prejudices and taboos, with fine examples of positive immorality.

* * * * *

Then again there are many duties which are not included in the ordinary round of school life, and on which a boy may remain without any guidance whatsoever, unless ethical teaching is introduced. For in the vast majority of homes there is little or no attempt at moral instruction and parents tend more and more to leave this side of their children's training to the teacher. Dr. Felix Adler says: "As a rule, there is no opportunity given to the teacher to develop the ideas that underlie the duty of reverence towards parents, the fraternal duties, the duties towards inferiors, the duty of the social classes towards each other, etc. I say there is no spontaneous or natural opportunity to discuss these matters unless the opportunity is artificially created, and if it is, why then, to that extent we accept the principle of sytematic teaching."

Even in England, then, under the old system, it is evident that large gaps were left in the child's ethical equipment. How much more is this the case in Burma! It is doubtful whether the schoolboy of the *pôngyi kyaung* obtains greater benefit from the repetition of Pâli prayers and texts than the English boy receives from the ordinary school sermon, and that is very little benefit indeed. From the personal influence of the average *pôngyi* or

the religious associations of the *kyaung* the benefit derivable is probably very slight. While from the influences of the average Burmese home the boy cannot be expected to learn even such elementary lessons as the necessity of obedience and self-control. Something no doubt he derives from the discipline of the school, from the committal to memory of moral maxims at a tender age, and from the perusal of such works as the Mingalathôk. But for the rest his moral ideas are those sanctioned by the community in which he lives. It is public opinion, and not morality or religion, which guides his conduct. If he is to find in himself his own standard of conduct, more definite teaching of the kind calculated to develop character is necessary.

The practical application of this view presents, no doubt, many difficulties, and much caution is necessary. Children of tender age may be taught many elementary rules of conduct directly by means of maxims and proverbs, because they accept without question the opinions of their parents or teacher. But for older children more elaborate and indirect methods are required.

* * * * *

A more serious obstacle to the introduction of moral instruction as a definite part of the curriculum is presented by the teacher himself. It is generally felt that a teacher should be an expert in any subject he professes to teach, and a man conscious of his own imperfections and failures feels little disposed towards set lessons in virtue and morality. So the average teacher contents himself with the enforcement of discipline and order, and avoids the "high moral line."

Even breaches of cardinal moral laws are treated as offences against discipline, so that in inflicting punishment or uttering condemnation the teacher avoids the personal reference. But if the inculcation of morality should await the perfect and infallible teacher no progress would ever be made. For practical purposes it is sufficient that the teacher be an honest, clean-living man. This condition has hardly been insisted on with sufficient care in the past, and much of the prejudice felt against Anglo-Vernacular schools may be due to grave scandals in which teachers have been concerned. For the rest the preference given to the indirect method of ethical teaching, in connection with some historical character or hero of fiction, removes the embarrassment that a teacher naturally feels in laying down moral rules which his pupils may apply to his own conduct. The personal reference is avoided. To the Burman, too, such a position is less objectionable than to the European. The former is less self-conscious and less unwilling to lay down rules for the guidance of his fellows. Those who have attended a Conference of Vernacular Teachers must have often admired and envied the composure of a school manager from some jungle village lecturing a large audience on some point of school method or even of discipline and morals.

APPENDIX C.

"INSPECTION OF VERNACULAR SCHOOLS."

(Extract from a special report by the Officiating Inspector of Schools, Eastern Circle.)

The number of inspections of each school depends almost entirely on the size of each sub-circle and the conditions of travelling. In most sub-circles the inspecting officers (Deputy Inspector of Schools and Sub-Inspector of Schools) are not able to inspect schools more than twice during the year, and in larger districts like Amherst, Thatôn and Toungoo the Deputy Inspector of Schools is not able to examine all his schools for results grants. He is obliged to leave some of them to his Sub-Inspector of Schools. As far as possible a percentage of the Sub-Inspector's examinations is checked by the Deputy Inspector of Schools. In the remote part of the Toungoo Hills and in Karenni the schools cannot be visited more than once a year by the Deputy Inspector of Schools.

The non-rewarding inspection, which comes first, is, in a way, the more important of the the two; as the Deputy Inspector (or Sub-Inspector of Schools), not having the examination of the standards for results grants to do, has more time to give to actual inspection. He is then able to scrutinize the work of the managers and their assistants more closely, point out the mistakes in their methods and instruct them in their work. At the second visit his time is taken up chiefly with the examining of the standards. So that, generally speaking, there is only one visit in a year of actual inspection. For the majority of the schools this is not sufficient. The managers of new schools and of those that are in the smaller villages require a great deal of guidance. The ignorance of some managers in the ordinary management of a school is surprising. The Deputy Inspectors of Schools ought to be able to depend to a great extent on their Itinerant Teachers and much could be done by the Itinerant Teachers, but these men give the greater part of their time to finding out new schools and coaching teachers for the Teachers' Certificates Examinations.

The difficulties with which Deputy Inspectors have to contend are not few. Both the good and the bad manager are, each in his own way, causes of anxiety. The former works conscientiously, but he is very often discouraged when his examination results fall below his expectations. To keep him from closing his school is no easy task and requires much tact and patience on the part of the Deputy Inspectors. The bad manager does little or no work during the year and hopes to be able to deceive the Deputy Inspector, and if he is not successful in this, he finds fault with the methods of examination and in some cases, even goes so far as to question the honesty of the Deputy Inspector. Such managers need surprise visits to be paid them, but such visits, it may be mentioned here, are not easily accomplished, as the movements of the Deputy Inspector or Sub-Inspector are usually known to the inefficient managers. The most difficult part of the work of the Deputy Inspector, however, is that connected with monastic schools. The attitudes of the various classes of *pôngyis* are well-known and need not be repeated here. The Deputy Inspectors are obliged to overlook a great many faults in the monastic schools, such as entire neglect or carelessness in the keeping of registers and exercise and copy books, ignoring or being incompetent of teaching object-lessons, insufficient apparatus, etc. The establishment of the new system of class 'B' schools should help to remove some of the difficulties with *pôngyis*, and, under the influence of the teachings of the Ledi Sayadaw and of what might be called the Buddhist Revival, it is hoped that the objections of orthodox *pôngyis* to secular education will disappear.

The work of the Deputy Inspectors would, I am convinced from what I saw of the methods of one of the Deputy Inspectors of this circle, be very much lightened, if they would be more systematic and if they would be less given to finding fault and give more attention to preventing mistakes by advice and definite instructions. The defects found in a large number of schools are due, not so much to neglect on the part of the managers and their assistants as to their ignorance of what should be done.

* * * * *

The Inspection work of the Deputy Inspectors is facilitated considerably when the District Officers interest themselves in education.

The thugyi or headman of the village can do much to help the Deputy Inspector. When this help is given, the position of the Deputy Inspector is very much strengthened. His ထြောဇာ is at once established and he is received by the villagers with respect and favour. There is no direct opposition on the part of the thugyi, but they do not give the subordinate Education officers as much support as they might. District officials, as a rule, have as much work as they can attend to, but all that we require of them is that during their tours they should visit the schools in the villages. The help of the thugyi would immediately follow and Deputy Inspectors and school managers would not have cause to complain of

the indifference of parents in the education of their children. School committees are practically useless without the help of the thugyi.

The Karen Deputy Inspectors work under great difficulties. Their sub-circles are extensive and travelling in them is difficult. The Karens live mostly in remote villages in the hilly parts of the districts where they work on *taungyas*. Their villages are small and in many cases not permanent. A bad harvest often results in the removal of the village to a new site. A bad harvest also means the closing up of the village schools till more prosperous times come. In one township, Leiktho, as many as 19 schools were closed during the year owing to scarcity of food. All or most of these schools will open again, but much harm has been done by the temporary closing and the Deputy Inspector has practically to begin his work over again. Karen schools suffer mostly from the want of managers and teachers. It is not difficult to find men to take up the work, but they will not remain long, the reason being that they cannot make enough to live on. As a rule, the pupils do not pay any fees. The manager has to depend on annual contributions in the shape of paddy and on the results grants they earn. The latter amounts to very little as the Karen villages usually consist of a few families and the number of boys attending school is small. From what I was able to judge during my tour in the Leiktho hills, I think that what is wanted is permanent salary grants. The teachers would be satisfied with a monthly pay of Rs. 6 or Rs. 8 if they received it permanently.

* * * * *

The Deputy Inspectors are, on the whole, reliable officers, but some of them have yet to understand that the strict carrying out of the rules and requirements as laid down in the Education Code is not their most important duty. Such men consider that they have done their duty, if they have added a few schools to their list, have completed their rewarding inspections in good time and have submitted their reports and returns, but they never consider whether their inspections have done anything towards improving the particular schools under their charge or the general condition of education in their sub-circle.

GENERAL TABLE NO. I.—*Abstract Return of Colleges, Schools and Scholars in Burma for the official year* 1908-09—(Chap. VI, Paragraph 38; Chap. VIII, Paragraph 58; Chap. XV,—paragraph 93, and Chap. XVI, Paragraphs 107, 112 and 113).

(For details see General Table No. III.)

AREA AND POPULATION.			Institutions and Scholars.	PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.		Grand Total.	Percentage of	Remarks.
				COLLEGIATE EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.		Total of Public Institutions.					
Total area in square miles.	Number of Towns and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.		Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
236,738	Towns 52 Villages 60,395 Total 60,447	Males 5,342,033 Females 5,148,591 Total 10,490,624	Institutions for Males...	2	...	677	5,261	8	238	6,186	...	16,142	22,328	Institutions to number of towns and villages, 38·24.	
			Institutions for Females	...	...	69	616	4	6	695	...	94	789		
			Total ...	2	...	746	5,877	12	244	6,881	...	16,236	23,117		
			Scholars Males...	148	...	53,688	136,687	253	1,852	192,628	...	166,001	358,629	Male scholars to male population of school-going age, 44·76.	
			Scholars Females	7	...	14,142	55,606	87	516	70,358	...	4,224	74,582	Female scholars to female population of school-going age, 9·66.	
			Total ...	155	...	67,830	192,293	340	2,368	262,986	...	170,225	433,211		

The population of school-going age is taken at 15 per cent. of the whole population.

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on Public*

(For details see

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.					
	COLLEGIATE EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.	
	Arts Colleges.	Professional Colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions for Males	92,918	...	13,64,974	6,15,420	1,23,114	78,086
Females	...	...	2,59,711	74,313	12,923	7,877
Total ...	92,918	...	16,24,685	6,89,733	1,36,037	85,963
2. (*a*) Percentage of Provincial expenditure included in columns 2-17 to total Provincial expenditure on Public Instruction.	3·32	...	31·16	17·15	6·96	4·11
(*b*) Percentage of Local Fund expenditure included in columns 2-17 to total Local Fund expenditure on Public Instruction.	...	...	20·74	75·76	...	...
(*c*) Percentage of Municipal Fund expenditure included in columns 2-17 to total Municipal expenditure on Public Instruction.	...	...	74·07	17·58	...	...
(*d*) Percentage of total expenditure in columns 2-17 to total expenditure on Public Instruction.	2·36	...	41·32	17·54	3·46	2·19
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in—						
Government institutions. Cost to Provincial revenues.	424 2 10	...	36 10 10	32 15 1	397 1 0	209 14 9
Cost to Local and Municipal Funds.	...	...	...	...	...	...
Total cost ..	528 14 5	...	53 15 6	39 11 0	397 1 8	237 7 8
Local Fund schools. Cost to Provincial revenues.	...	...	...	...	...	...
Cost to Local Funds ...	...	...	...	...	...	...
Total cost ...	...	...	...	...	...	...
Municipal schools. Cost to Provincial revenues.	...	...	20 3 0	16 13 3	...	...
Cost to Municipal Funds	...	...	6 3 7	28 5 7	..	...
Total cost ...	...	...	52 15 5	68 1 7	...	...
Institutions in Native States. Cost to Native States' revenues.	...	...	...	...	...	...
Cost to Local and Municipal Funds.	...	...	...	...	...	...
Total cost ...	...	...	...	...	...	...
Aided institutions. Cost to Provincial revenues.	96 1 3	...	4 12 7	1 6 5	218 8 1	8 9 11
Cost to Local and Municipal Funds.	...	...	5 2 8	1 12 3	...	...
Total cost ...	945 4 6	...	19 12 4	3 6 3	309 2 10	12 3 4
Unaided Institutions Total cost ...	...	...	...	...	...	..
All institutions .. Cost to Provincial revenues.	371 9 6	...	8 0 8	1 8 11	321 7 9	31 15 1
Cost to Local and Municipal Funds.	...	...	4 12 11	1 12 4	...	...
Total cost ...	595 10 1	...	24 0 5	3 9 5	359 14 2	38 4 11

Instruction in Burma for the official year 1908-09—(Chap. XV, Paragraphs 92 and 93).

General Table IV.)

Total.	Total indirect expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
22,74,512 3,54,824	...	71,584	3,19,741	43,633	2,38,374	19,347	6,09,768	13,02,447	39,31,783	
26,29,336	...	71,584	3,19,741	43,633	2,38,374	19,347	6,09,768	13,02,447	39,31,783	
62·70	...	4·1	18·24	2·50	7·59	·51	4·36	37·30	100	
96·5	...	..	..	...	·81	·54	2·15	3·5	100	
91·65	...	...	·42	...	3·42	·58	3·93	8·35	100	
66·87	...	1·82	8·13	1·11	6·07	·49	15·51	33·13	100	

Rs. A. P.
61 5 6
...
78 11 8
...
...
...
20 1 10
6 11 4
53 4 8
...
...
...
2 6 4
2 8 9
7 9 3
...
4 2 8
2 8 6
10 0 9

Percentage of Provincial expenditure included in column 17 to total expenditure on Public Instruction	44·39
Percentage of Local Fund expenditure included in column 17 to total expenditure on Public Instruction	9·44
Percentage of Municipal expenditure included in column 17 to total expenditure on Public Instruction	8·51
Percentage of expenditure from fees included in column 17 to total expenditure on Public Instruction	26·26
Percentage of expenditure from all other sources included in column 17 to total expenditure on Public Instruction.	11·4
	100·00

GENERAL TABLE NO. III.—*Return of Colleges, Schools and Scholars in Burma for the official year* VI, Paragraphs 38 and 40; Chap. VII, Paragraph 50; Chap. IX, Paragraphs 64 and 65; Chap. X, Paragraphs

	Class of Institutions.	PUBLIC							
		UNDER PUBLIC							
		Managed by Government.				*Managed by District or Municipal Boards.*			
		Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
	1	2	3	4	5	6	7	8	9
	Arts Colleges.								
COLLEGIATE EDUCATION.	English	1	128	131	112	...	...	...	...
	Oriental	...	...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.								
	Law	...	...	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...	...
	Total	1	128	131	112	...	...	...	...
	Secondary Schools.								
SCHOOL EDUCATION—GENERAL.	For boys — High schools	*7	1,639	1,639	1,487	3	1,286	1,339	1,111
	For boys — Middle schools — English	11	1,680	1,676	1,537	10	1,777	1,773	1,563
	For boys — Middle schools — Vernacular	20	1,925	1,850	1,925	...	...	...	...
	For girls — High schools	...	...	...	...	...	...	...	...
	For girls — Middle schools — English	...	...	...	...	...	...	...	...
	For girls — Middle schools — Vernacular	3	233	233	233	...	...	...	...
	Total	41	5,477	5,398	5,182	13	3,063	3,112	2,674
	Primary Schools.								
	For boys	14	853	856	818	1	66	69	62
	For girls	1	66	66	66	...	...	...	...
	Total	15	919	922	884	1	66	69	62
	Schools for Special Instruction.								
SCHOOL EDUCATION—SPECIAL.	Training schools for Masters	5	190	218	187	...	...	...	...
	Training schools for Mistresses	...	...	...	...	...	...	...	...
	Schools of Arts	...	...	...	...	...	...	...	...
	Law schools	1	20	21	20	...	...	...	...
	Medical schools	...	...	...	...	...	...	...	...
	Engineering and Surveying schools	2	111	114	107	...	...	...	...
	Technical and Industrial schools	...	...	...	...	...	...	...	...
	Commercial schools	...	...	...	...	...	...	...	...
	Agricultural schools	...	...	...	...	...	...	...	...
	Reformatory schools	1	92	90	89	...	...	...	...
	Other schools	2	34	35	28	...	...	...	...
	Total	11	447	478	431	...	...	...	...
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	68	6,971	6,929	6,609	14	3,129	3,181	2,736

* Includes one Government Vernacular High school with an attendance of 136.

1908-09—(Chap. III, Paragraphs 14 and 17; Chap. IV, Paragraphs 24 and 25; Chap. V, Paragraph 32; Chap. 69 and 70; Chap. XII, Paragraphs 76 and 77; and Chap. XVI, Paragraphs 102 to 105, 108, 109, 111 and 112).

INSTITUTIONS

MANAGEMENT.				UNDER PRIVATE MANAGEMENT.							
Maintained by Native States.				*Aided by Government, or by District or Municipal Boards.*				*Unaided.*			
Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	1	27	25	24	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	27	25	24	...	...	...	...
...	...	...	...	†21	6,148	6,073	5,715	...	...	...	...
...	...	...	...	53	9,766	9,838	8,486	...	...	...	...
...	...	...	...	552	36,744	36,744	36,744	...	...	...	...
...	...	...	...	9	1,503	1,463	1,325	...	...	...	...
...	...	...	...	15	2,161	2,026	1,831	...	...	...	...
...	...	...	...	42	2,968	2,968	2,968	...	...	...	...
...	...	...	...	692	59,290	59,112	57,069	...	...	...	...
...	...	...	...	5,246	170,623	170,617	170,427	...	...	...	...
...	...	...	...	615	20,685	20,669	20,651	...	...	...	...
...	...	...	...	5,861	191,308	191,286	191,078	...	...	...	...
...	...	...	...	3	95	106	98	...	...	...	...
...	...	...	...	4	55	54	46	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3	222	200	180	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	235	1,889	1,784	1,711	...	...	...	...
...	...	...	...	245	2,261	2,144	2,035	...	...	...	...
...	...	...	...	6,799	252,886	252,567	250,206	...	...	...	...

† Includes ten Vernacular High schools with an attendance of 1,357.

GENERAL TABLE NO. III.—*Return of Colleges, Schools and Scholars*

	Class of Institutions.	Grand total of Public Institutions.	Grand total of scholars on the 31st March.	Number of scholars on 31st March learning		
				English.	A classical language.	A vernacular language.
	1	22	23	24	25	26
	Arts Colleges.					
Collegiate Education.	English	2	155	155	141	...
	Oriental	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law	...	...	...	...	...
	Medicine	...	...	...	...	...
	Engineering	...	...	...	...	...
	Teaching	...	...	...	...	...
	Agriculture	...	...	...	...	..
	Total	2	155	155	141	...
	Secondary Schools.					
School Education—General.	For boys — High schools	31	9,073	7,462	2,081	8,774
	For boys — Middle school — English	74	13,223	13,087	2,646	11,511
	For boys — Middle school — Vernacular	572	38,669	...	19,398	38,669
	For girls — High schools	9	1,503	1,503	345	694
	For girls — Middle schools — English	15	2,161	2,001	110	1,742
	For girls — Middle schools — Vernacular	45	3,201	...	1,042	3,201
	Total	746	67,830	24,053	25,622	64,591
	Primary Schools.					
	For boys	5,261	171,542	1,990	77,854	167,007
	For girls	616	20,751	169	8,344	20,541
	Total	5,877	192,293	2,159	86,198	187,548
	Schools for Special Instruction.					
School Education—Special.	Training schools for Masters	8	285	94	145	208
	Training schools for Mistresses	4	55	20	15	40
	Schools of Arts	...	...	...	...	...
	Law schools	1	20	20	...	...
	Medical schools	...	...	...	...	...
	Engineering and Surveying schools	2	111	82	...	...
	Technical and Industrial schools	3	222	222	55	185
	Commercial schools	..	...	...	...	...
	Agricultural schools	...	...	...	...	...
	Reformatory schools	1	92	...	...	92
	Other schools	237	1,923	290	1,610	257
	Total	256	2,708	728	1,825	782
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	6,881*	262,986*	27,095	113,786	252,921
Private Institutions	1. Advanced teaching:— (*a*) Arabic or Persian	...	...	...	...	...
	(*b*) Sanskrit	...	...	...	...	...
	(*c*) Any other Oriental classic	...	...	...	...	...
	2. Elementary—teaching a Vernacular only or mainly. For boys	15,938	164,557	...	95,332	162,693
	2. Elementary—teaching a Vernacular only or mainly. For girls	94	1,590	...	912	1,555
	3. Elementary—teaching the Koran. For boys	194	3,831	...	3,831	...
	3. Elementary—teaching the Koran. For girls	...	...	...	...	...
	4. Other schools not conforming to Departmental Standards. For boys	10	247	65	247	...
	4. Other schools not conforming to Departmental Standards. For girls	...	...	...	..	...
	Total	16,236	170,225	65	100,322	164,248
	GRAND TOTAL	23,117	433,211	27,160	214,108	417,169

* These totals do not include the statistics of 2 District

in Burma for the official year 1908-09—concluded.

Classification of Scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Mahommedans.	Buddhists.	Parsis.	Others.		
27	28	29	30	31	32	33	34	35	36
27	26	1	5	8	86	...	2	7	...
...	...	...	..	...	...	...	..	...	...
...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...
27	26	1	5	8	86	...	2	7	...
980	1,196	29	122	581	6,096	24	45	531	...
355	2,957	50	1,231	1,024	7,532	6	68	1,065	...
3	2,208	14	46	1,173	35,220	5	...	8,045	...
1,298	30	1	5	7	91	25	46	...	351
603	426	3	17	36	1,031	...	45	...	807
1	583	...	14	61	2,542	...	...	...	1,206
3,240	7,400	97	1,435	2,882	52,512	60	204	9,641	2,364
102	11,720	20	1,538	4,749	153,347	4	62	41,707	...
64	992	7	82	225	19,381	..	...	...	6,852
166	12,712	27	1,620	4,974	172,728	4	62	41,707	6,852
12	99	1	1	5	167	...	...	32	..
7	44	...	...	...	4	...	...	...	...
...	...	...	...	..	...	...	...	...	...
1	4	1	8	1	4	...	1	...	...
...	...	..	...	...	...	...	...	...	...
22	8	7	21	6	23	...	24	...	...
49	159	...	7	3	2	2	...	...	...
...	...	...	...	...	...	...	...	.	...
...	...	...	..	...	...	...	...	...	...
...	...	...	17	9	66	..	...	...	...
51	98	...	38	13	1,716	...	7	262	87
142	412	9	92	37	1,982	2	32	294	87
3,575	20,550	134	3,152	7,901	227,308	66	300	51,649	9,303
...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...
...	998	...	.	13	163,546	...	...	2,088	...
...	7	...	..	38	1,545	...	...	...	418
...	...	...	...	3,831	...	...	...	952	...
...	...	...	...	..	...	...	...	...	...
...	35	...	51	...	161	...	...	12	...
...	...	...	...	...	...	...	...	...	...
...	1,040	...	51	3,883	165,252	...	...	3,052	418
3,575	21,590	134	3,203	11,783	392,560	66	300	54,701	9,721

Cess Vernacular Schools which were opened in the year.

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March classified according to sex, race or creed*—(Chap. III, Paragraph 14; Chap. VI, Paragraph 38; Chap. VIII, Paragraph 58; Chap. X, Paragraph 71; and Chap XVI, Paragragh 107).

		NUMBER OF SCHOLARS ON 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.							
				Hindus.					
		Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1		2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.									
Arts Colleges.									
English	Male	20	26	1	5	8	86	...	2
	Female	7	...	...	...	..	...	...	...
Oriental	Male	...	...	...	...	..	...	...	...
	Female	...	...	...	...	..	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law	Male	...	...	...	...	...	...	..	...
	Female	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	..	...
	Female	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	...	...
	Female	..	...	...	...	...	...	...	...
Teaching	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
	Total	27	26	1	5	8	86	...	2
SCHOOL EDUCATION—GENERAL.									
Secondary Schools.									
For Boys—									
High	Male	977	942	29	120	576	5,830	23	45
	Female	3	254	...	2	5	266	1	...
Middle Schools—									
English	Male	277	2,238	48	1,169	1,019	7,338	6	63
	Female	78	719	2	62	5	194	...	5
Vernacular	Male	2	1,555	12	40	942	28,069	4	...
	Female	1	653	2	6	231	7,151	1	...
For Girls—									
High	Male	271	7	...	1	5	50	8	9
	Female	1,027	23	1	4	2	41	17	37
Middle Schools—									
English	Male	207	53	2	12	24	495	...	14
	Female	396	373	1	5	12	536	...	31
Vernacular	Male	...	12	...	7	24	1,163	...	...
	Female	1	571	...	7	37	1,379	...	...
	Total	3,240	7,400	97	1,435	2,882	52,512	60	204
Primary Schools.									
For Boys	Male	54	6,892	19	1,347	3,846	117,619	4	54
	Female	48	4,828	1	191	903	35,728	...	8
For Girls	Male	24	294	4	4	111	6,415	...	...
	Female	40	698	3	78	114	12,966	...	...
	Total	166	12,712	27	1,620	4,974	172,728	4	62
SCHOOL EDUCATION—SPECIAL.									
Schools for Special Instruction.									
Training Schools	Male	1	83	1	1	5	162	...	...
	Female	18	60	...	...	...	9	...	...
	Carried over	19	143	1	1	5	171	...	...

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March classified according to sex, race or creed*—concluded.

		NUMBER OF SCHOLARS ON 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.							
				Hindus.					
		Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1		2	3	4	5	6	7	8	9
Brought forward	...	19	143	1	1	5	171	...	...
Schools for Special Instruction—concluded.									
Schools of Arts ..	... Male	...	...	...	...	...	...	...	...
	... Female	...	...	...	...	...	...	...	...
Law Schools ...	... Male	1	4	1	8	1	4	...	1
	... Female	...	...	...	...	...	...	...	...
Medical Schools	... Male	...	...	...	...	...	...	...	...
	... Female	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	Male ...	22	8	7	21	6	23	...	24
	Female ...	...	...	...	...	...	...	...	...
Industrial Schools	... Male	...	50	..	...	...		..	...
	... Female	49	109	...	7	3	2	2	..
Reformatory Schools	... Male	...	...	..	17	9	66	...	...
	... Female	...	...	...	...	...	...	..	...
Other Schools	... Male	24	52	...	23	8	1,469	...	3
	... Female	27	46	...	15	5	247	...	4
Total	...	142	412	9	92	37	1,982	2	32
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		3,575	20,550	134	3,152	7,901	227,308	66	300
Private Institutions.									
(1) Advanced teaching—									
(*a*) Arabic or Persian	... Male	...	...	...	...	...	...	...	...
	... Female	...	...	...	...	...	...	...	...
(*b*) Sanskrit	... Male	...	...	...	...	...	...	...	...
	... Female	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classic	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
(2) Elementary, teaching a Vernacular only or mainly—									
For Boys	... Male	...	549	...	...	7	161,913	...	...
	... Female	...	449	...	...	6	1,633	...	...
For Girls	... Male	...	2	...	...	22	394	..	...
	... Female	...	5	...	...	16	1,151	...	...
(3) Elementary, teaching the Koran only—									
For Boys	... Male	...	...	...	...	2,879	...	...	...
	... Female	...	...	...	...	952	...	...	...
For Girls	... Male	...	...	...	...	...	...	...	..
	... Female	...	...	...	...	...	...	...	...
Other schools not conforming to Departmental Standards—									
For Boys	... Male	...	28	...	46	...	161	...	...
	... Female	...	7	...	5	...	...	...	...
For Girls	... Male	...	...	...	...	...	...	...	...
	... Female	...	...	...	...	...	...	...	...
Total Private Institutions	...	...	1,040	...	51	3,882	165,252	...	...
GRAND TOTAL	...	3,575	21,590	134	3,203	11,783	392,560	66	300

GENERAL TABLE NO. IV.—*Return of the Expenditure on Public Instruction*

Objects of Expenditure.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*							
English	55,567	...	...	13,719	...	...	69,286
Oriental	..	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	..	...	...	...	..
Total	55,567	...	...	13,719	...	...	69,286
SCHOOL EDUCATION—GENERAL. *Secondary Schools.*							
For boys — High Schools	88,198	...	...	51,130	...	...	1,39,328
For boys — Middle Schools — English	74,015	...	...	38,681	...	...	1,12,696
For boys — Middle Schools — Vernacular	31,616	...	...	3,115	...	...	34,731
For girls — High Schools	...	...	...	...	...	...	...
For girls — Middle Schools — English	...	...	...	...	...	...	...
For girls — Middle Schools — Vernacular	4,141	...	...	424	...	...	4,565
Total	1,97,970	..	...	93,350	...	...	2,91,320
Primary Schools.							
For boys	28,874	...	...	6,105	...	...	34,979
For girls	1,499	...	...	112	...	...	1,611
Total	30,373	...	...	6,217	...	...	36,590
SCHOOL EDUCATION—SPECIAL. *Schools for Special Instruction.*							
Training Schools for Masters	86,560	...	...	9	...	...	86,569
Training Schools for Mistresses	..	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	3,394	...	...	2,606	...	...	6,000
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	33,896	...	...	4,408	...	...	38,304
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	17,290	...	...	...	...	...	17,290
Other Schools	...	...	...	151	...	...	151
Total	1,41,140	...	...	7,174	...	...	1,48,314
Buildings	(*g*)46,187	...	...	...	...	819	47,006
Furniture and apparatus (special grants only)	...	...	..	...	...	...	...
Total	46,187	...	...	...	...	819	47,006
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN: Arts Colleges	...	...	...	..	..	...	...
Medical Colleges	...	...	...	...	..	...	...
Other Professional Colleges	...	...	...	..	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	.	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	4,71,237	...	...	1,20,460	...	819	5,92,516

(*g*) Exclusive of expenditure on

in Burma for the official year 1908-09—(Chap. XV, Paragraphs 89 to 92 and 94).

INSTITUTIONS.

MANAGEMENT.

Managed by District or Municipal Boards.							*Managed by Native States.*						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native States' revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. IV.—*Return of the Expenditure on Public*

Objects of Expenditure.	PUBLIC						
	UNDER PRIVATE						
	Aided by Government or by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION — *Arts Colleges.*							
English	2,402	...	...	1,220	...	20,010	23,632
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total	2,402	...	...	1,220	...	20,010	23,632
SCHOOL EDUCATION — GENERAL. *Secondary Schools.*							
For boys — High Schools	42,231	4,157	60,545	1,26,633	19,737	32,956	2,86,259
For boys — Middle Schools — English	93,061	1,970	90,135	2,01,825	30,357	34,816	4,52,164
For boys — Middle Schools — Vernacular	67,532	64,536	42,907	...	...	...	1,74,975
For girls — High Schools	49,646	...	3,000	54,787	1,797	18,254	1,27,484
For girls — Middle Schools — English	23,051	..	20,669	47,454	5,545	5,771	1,02,490
For girls — Middle Schools — Vernacular	7,564	6,349	11,259	...	...	...	25,172
Total	2,83,085	77,012	2,28,515	4,30,699	57,436	91,797	11,68,544
Primary Schools.							
For boys	2,28,201	2,62,398	47,911	28,602	2,495	6,135	5,75,742
For girls	39,607	18,890	8,978	2,187	140	2,900	72,702
Total	2,67,808	2,81,288	56,889	30,789	2,635	9,035	6,48,444
SCHOOL EDUCATION — SPECIAL. *Schools for Special Instruction.*							
Training Schools for Masters	22,538	...	...	...	2,160	11,847	36,545
Training Schools for Mistresses	12,423	...	...	...	...	500	12,923
Schools of Art	...	...	...	...	...	...	..
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	3,488	..	...	...	...	...	3,488
Commercial Schools	...	..	...	...	...	...	...
Agricultural Schools	...	..	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	13,611	...	...	4,459	2,410	250	20,730
Total	52,060	...	...	4,459	4,570	12,597	73,686
Buildings	86,240	3,005	7,782	...	...	90,668	1,87,695
Furniture and apparatus (special grants only)	8,951	2,000	1,945	..	...	6,451	19,347
Total	95,191	5,005	9,727	...	...	97,119	2,07,042
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	..	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	7,00,546	3,63,305	2,95,131	4,67,167	64,641	2,30,558	21,21,348

† (*a*) Exclusive of expenditure on Survey Schools. (*b*) Rs. 426 represent the cost of the American Baptist Mission Bghai- represent the cost of the American Baptist Mission Tamil and Telugu School, Rangoon; American Baptist Mission Karen Bassein; Mizpah Hall School, Moulmein; Roman Catholic Mission School, Thônzè; Government High School, Moulmein; to Girls' Schools and of Pâli Schools. (*h*) Exclusive of Survey Scholarships. (*i*) Includes expenditure on Hostels and Board

Instruction in Burma for the official year 1908-09—concluded.

INSTITUTIONS.

MANAGEMENT.				TOTAL EXPENDITURE FROM						
Unaided.								*All other sources.*		
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Private.	Public.	Total.
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	..	57,969	...	...	14,939	20,010	...	92,918
...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...		...	...	...	...	...	...	...
...	...	...	...	57,969	...	...	14,939	20,010	...	92,918
...	...	...	...	1,58,552	4,157	70,535	2,14,869	52,693	...	5,00,806
...	..	...	...	2,01,781	1,970	99,521	2,86,017	65,173	...	6,54,462
...	...	...	...	99,148	64,536	42,907	3,115	...	...	2,09,706
...	...	...	...	49,646	...	3,000	54,787	20,051	...	1,27,484
...	...	...	...	23,051	...	20,669	47,454	11,316	...	1,02,490
...	...	...	...	11,705	6,349	11,259	424	...	...	29,737
...	...	...	...	5,43,883	77,012	2,47,891	6,06,666	1,49,233	...	16,24,685
...	...	...	...	2,58,236	2,62,398	49,867	36,289	8,630	...	6,15,420
...	...	...	...	41,106	18,890	8,978	2,299	3,040	...	74,313
...	...	...	...	2,99,342	2,81,288	58,845	38,588	11,670	...	6,89,733
...	...	...	...	1,09,098	...	...	9	14,007	...	1,23,114
...	...	...	...	12,423	...	...	...	500	...	12,923
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3,394	...	...	2,606	...	...	6,000
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(*a*) 33,896	...	...	4,408	...	...	38,304
...	...	...	...	3,488	...	...	...	...	...	(*b*) 3,488
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	17,290	...	...	...	...	...	17,290
...	...	...	...	(*c*) 13,611	...	...	(*d*) 4,610	(*e*) 2,660	...	(*f*) 20,881
...	...	...	...	1,93,200	...	...	11,633	17,167	...	2,22,000
...	...	...	...	1,32,427	3,005	11,455	...	91,487	...	2,38,374
...	...	...	...	8,951	2,000	1,945	...	6,451	...	19,347
...	...	...	...	1,41,378	5,005	13,400	...	97,938	...	2,57,721
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	71,584	...	...	...	...	...	71,584
...	...	...	...	3,18,366	...	1,375	...	...	...	3,19,741
...	...	...	...	8,802	...	...	...	80	...	8,882
...	...	...	...	16,866	...	...	...	...	..	16,866
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	12,969	...	...	...	...	...	12,969
...	...	...	...	2,816	...	...	...	...	...	2,816
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(*h*) 2,031	..	...	..	69	...	2,100
...	...	...	...	(*i*) 76,141	7,975	13,154	3,60,419	1,52,079	...	6,09,768
...	...	...	...	5,09,575	7,975	14,529	3,60,419	1,52,228	...	10,44,726
...	...	...	...	17,45,347	3,71,280	3,34,665	10,32,245	4,48,246	...	39,31,783

Karen School, Toungoo; the balance is the cost of Girls' schools. (*c*) Rs. 550. (*d*) Rs. 1,575. (*e*) Rs. 2,410. (*f*) Rs. 4,535 School, Tharrawaddy; American Baptist Mission Pwo-Karen School, Bassein; American Baptist Mission Burmese School and Government Normal School, Mandalay. The balance under each head is the cost of Kindergarten Departments attached, ing-Houses.

GENERAL TABLE NO. V.—*Return of stages of Instruction of Pupils in Public Schools for General Education*
Paragraph 58; Chap. XV, Paragraph 91

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage) but have not passed the Matriculation Examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the Primary stage, but have not passed beyond the Lower Secondary Middle stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For boys	Government	English	17	3,183	188	1	189	922	3	925
		Vernacular	21	2,061	5	...	5	210	19	229
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	13	3,063	76	1	77	825	2	827
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	64	14,557	336	6	342	3,537	197	3,734
		Vernacular	562	38,101	33	...	33	4,441	220	4,661
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		677	60,965	638	8	646	9,935	441	10,376
For girls	Government	English	...	...	...	...	...	...	...	...
		Vernacular	3	233	...	...	...	...	8	8
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	24	3,664	...	65	65	26	540	566
		Vernacular	42	2,968	...	...	...	80	127	207
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		69	6,865	...	65	65	106	675	781
Total Secondary Schools			746	67,830	638	73	711	10,041	1,116	11,157
PRIMARY SCHOOLS.										
For boys	Government		14	853	...	...	...	...	...	...
	District Board*		...	...	...	...	...	...	...	...
	Municipal		1	66	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		5,246	170,623	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
	Total		5,261	171,542	...	...	...	...	...	...
For girls	Government		1	66	...	...	...	...	...	...
	District Board		...	...	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		615	20,685	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
	Total		616	20,751	...	...	...	...	...	...
Total Primary Schools			5,877	192,293	...	...	...	...	...	...
GRAND TOTAL			6,623	260,123	638	73	711	10,041	1,116	11,157

* Statistics for the two District Cess Schools which were opened during the

in Burma for the official year 1908-09—(Chap. IV, Paragraph 24; Chap. V, Paragraph 32; Chap. VIII, and Chap. XVI, Paragraphs 103 and 107).

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						Total.		
COMPRISING ALL PUPILS WHO HAVE PASSED BEYOND THE LOWER PRIMARY STAGE, BUT HAVE NOT PASSED BEYOND THE UPPER PRIMARY STAGE.			COMPRISING ALL PUPILS WHO HAVE NOT PASSED BEYOND THE LOWER PRIMARY STAGE.								
			Reading printed books.			*Not reading printed books.*					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1,211	9	1,220	840	9	849	...	...	...	3,161	22	3,183
289	39	328	1,030	469	1,499	...	...	...	1,534	527	2,061
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
1 381	5	1,386	768	5	773	..	...	...	3,050	13	3,063
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
5,147	479	5,626	4,231	624	4,855	...	...	...	13,251	1,306	14,557
7,446	895	8,341	18,408	6,658	25,066	...	...	...	30,328	7,773	38,101
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
15,474	1,427	16,901	25,277	7,765	33,042	...	..	...	51,324	9,641	60,965
...	...	...	...	...	...	...	...	...	...	...	...
...	41	41	9	175	184	...	...	...	9	224	233
...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
323	761	1,084	809	1,140	1,949	...	...	...	1,158	2,506	3,664
229	308	537	888	1,336	2,224	...	...	...	1,197	1,771	2,968
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
552	1,110	1,662	1,706	2,651	4,357	...	...	...	2,364	4,501	6,865
16,026	2,537	18,563	26,983	10,416	37,399	...	...	...	53,688	14,142	67,830
260	9	269	483	101	584	...	...	...	743	110	853
...	...	...	...	...	...	...	...	...	...	...	...
53	1	54	12	...	12	...	...	...	65	1	66
...	...	..	...	...	...	...	...	...	...	...	...
15,926	3,298	19,224	113,101	38,298	151,399	...	...	...	129,027	41,596	170,623
...	...	...	...	...	...	...	...	...	...	...	...
16,239	3,308	19,547	113,596	38,399	151,995	...	...	...	129,835	41,707	171,542
...	5	5	...	61	61	...	...	...	...	66	66
...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
753	1,225	1,978	6,099	12,608	18,707	...	...	...	6,852	13,833	20,685
...	...	...	...	...	...	...	...	...	...	...	...
753	1,230	1,983	6,099	12,669	18,768	...	...	...	6,852	13,899	20,751
16,992	4,538	21,530	119,695	51,068	170,763	...	...	...	136,687	55,606	192,293
33,018	7,075	40,093	146,678	61,484	208,162	...	...	...	190,375	69,748	260,123

year are not included as they were not furnished by the Inspector of Schools.

GENERAL TABLE NO. VI.—*Return showing the results of prescribed examinations in Burma during* Para

Nature of Examination.	Number of Institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students and teachers.	Total.
1	2	3	4	5	6	7	8	9	10
RTS COLLEGES—									
1. Master of Arts	..	...	...	...	...	...	...	...	...
2. Bachelor of Arts	1	...	...	1	11	...	...	...	11
3. Bachelor of Science	...	...	...	...	...	...	...	...	...
4. First B. A.	...	...	...	...	...	...	...	...	...
4. First B.Sc.	...	..	...	...	...	...	...	...	...
4. First Arts and Intermediate Examinations	1	1	...	2	49	18	...	12	79
4. Previous examinations	...	...	...	...	...	...	...	...	...
RIENTAL COLLEGES—									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	..	...	...
3. Honours in Arabic	..	...	...	...	...	...	...	...	...
3. Honours in Persian	...	...	...	...	...	...	...	...	...
3. Honours in Urdu	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
4. High Proficiency in Arabic	...	...	...	...	...	...	...	...	...
4. High Proficiency in Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Urdu	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
5. Proficiency in Arabic	...	...	...	...	...	...	...	...	...
5. Proficiency in Persian	...	..	...	...	...	...	...	...	...
5. Proficiency in Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—									
Law—									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	...	...	...	...	...	...	...	...
Medicine—									
1. M.D.	...	...	...	...	...	...	...	...	...
2. M.B.	...	...	...	...	...	...	...	...	..
3. L.M.S.	...	...	...	...	...	...	...	...	...
4. First M.B.	...	...	...	...	...	...	...	...	...
4. First L.M.S.	...	...	...	...	...	...	..	...	...
Engineering—									
1. M.C.E.	...	...	...	...	...	...	...	...	...
2. B.C.E.	...	...	...	...	...	...	...	...	...
3. L.C.E.	...	...	...	...	...	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...
Schools for General Education—									
1. Matriculation ... For Boys	7	8	...	15	131	149	...	74	354
1. Matriculation ... For Girls	...	...	...	...	...	...	...	...	...
2. High School Examination for Europeans. For Boys	1	1	...	2	5	16	...	...	21
2. High School Examination for Europeans. For Girls	...	7	...	7	...	31	...	...	31
3. Middle English Examination ... For Boys	31	64	...	95	1,701	3,436	...	50	5,187
3. Middle English Examination ... For Girls	...	24	...	24	...	489	...	...	480
4. Middle Vernacular Examination ... For Boys	20	547	...	567	213	4,351	...	1,294	5,858
4. Middle Vernacular Examination ... For Girls	3	40	...	43	8	193	...	...	201
5. Upper Primary Examination ... For Boys	70	3,252	...	3,322	2,828	30,068	...	122	33,018
5. Upper Primary Examination ... For Girls	4	367	...	371	35	3,156	...	...	3,191
6. Lower Primary Examination ... For Boys	67	5,829	...	5,896	2,872	127,291	...	9	1,30,172
6. Lower Primary Examination ... For Girls	4	677	...	681	147	16,772	...	...	16,919
7. Public Service Certificate Examination ... English	...	...	...	...	...	...	...	...	...
7. Public Service Certificate Examination ... Vernacular	...	...	...	...	...	...	...	...	...
8. Teachers' Examination for students outside Training Schools.	22	930	...	952	24	1,112	...	7	1,143
Schools for Special Education—									
1. Training School Examination for Masters. Upper	11	17	...	28	83	65	...	...	148
1. Training School Examination for Masters. Lower	6	3	...	9	62	4	...	...	66
2. Training School Examination for Mistresses. Upper	...	4	...	4	...	20	...	...	20
2. Training School Examination for Mistresses. Lower	...	2	...	2	...	10	...	...	10
3. School of Arts Examination ..	...	...	...	...	...	...	...	...	...
4. Vernacular Medical Examination	...	...	...	...	...	...	...	...	...
5. Examination in Engineering	...	1	...	1	82	...	...	...	82
6. Examination in Surveying	...	...	...	...	...	...	...	...	...
7 Industrial School Examination	...	...	...	...	...	...	...	...	...
8. Commercial School Examination	...	...	...	...	...	...	...	...	...
9. Agricultural School Examination	...	...	...	...	...	...	...	...	...
10. Sanskrit Title School Examination	...	...	...	...	...	...	...	...	...
11. Madrassa Central Examination	...	...	...	...	...	...	...	...	...
12. Other Schools Examination	...	...	...	...	...	...	..	...	...

the official year 1908-09—(Chap. III, Paragraphs 15 and 17; Chap. VI, Paragraph 42 and Chap. X, graph 69).

Number passed.					Race or creed of passed scholars.							
							Hindus.					
Institutions under Public management.	Aided institutions.	Other institutions.	Private students and teachers.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	..	...
9	...	...	...	9	2	2	...	1	...	4	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
26	3	...	...	29	9	2	...	2	1	15	...	...
...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and*

Objects of Expenditure.				EXPENDITURE IN INSTITUTIONS			
				Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1				2	3	4	5
	Arts Colleges.						
COLLEGIATE EDUCATION.	English			...	...	...	...
	Oriental			...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law			...	...	...	...
	Medicine			...	...	...	...
	Engineering			...	...	...	...
	Teaching			...	...	...	...
	Agriculture			...	...	...	...
			Total	...	...	...	...
	Secondary Schools.						
SCHOOL EDUCATION —GENERAL.	For boys...	High schools...		...	...	...	...
		Middle schools	English	...	...	...	...
			Vernacular	...	...	...	...
	For girls...	High schools...		...	...	...	...
		Middle schools	English	...	...	...	...
			Vernacular	...	...	...	...
			Total	...	...	...	...
	Primary Schools.						
	For boys			...	...	...	...
	For girls			...	...	...	...
			Total	...	...	...	...
	Schools for Special Instruction.						
SCHOOL EDUCATION —SPECIAL.	Training schools for Masters			...	...	...	...
	Training schools for Mistresses			...	...	...	...
	Schools of Art			...	...	...	...
	Law Schools			...	...	...	...
	Medical Schools			...	...	...	...
	Engineering and Surveying schools			...	...	...	...
	Technical and Industrial schools			...	...	...	...
	Commercial Schools			...	...	...	...
	Agricultural schools			...	...	...	...
	Other schools	Professional schools		...	...	...	...
		Miscellaneous		...	...	...	...
			Total	...	...	...	...
Inspection				...	...	...	...
SCHOLARSHIPS HELD IN	Arts Colleges			...	...	...	...
	Medical Colleges			...	...	...	...
	Other Professional Colleges			...	...	...	...
	Secondary schools			...	...	...	...
	Primary schools			...	...	...	...
	Medical schools			...	...	...	...
	Technical and Industrial schools			...	...	...	...
	Other special schools			...	...	...	...
Buildings				...	...	...	...
Furniture and Apparatus (special grants only)				...	...	...	...
Miscellaneous				...	...	...	...
			Total	...	...	...	...
			GRAND TOTAL	...	...	...	...

Municipal Expenditure on Public Instruction in Burma for the official year 1908-09.

OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.										
MANAGED BY DISTRICT BOARDS.							IN INSTITUTIONS MANAGED BY			Total district fund expenditure on Public Instruction.
Provincial revenues.	District funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	
6	7	8	9	10	11	12	13	14	15	16
									Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	4,157	4,157
...	...	...	...	...	...	...	...	...	1,970	1,970
...	...	...	...	...	...	...	...	...	64,536	64,536
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	6,349	6,349
...	...	...	...	...	...	...	...	...	77,012	77,012
...	...	...	...	...	...	...	...	...	2,62,398	2,62,398
...	...	...	...	...	...	...	...	...	18,890	18,890
...	...	...	...	...	...	...	...	...	2,81,288	2,81,288
...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and Municipal*

Objects of expenditure.			EXPENDITURE OF						
			IN INSTITUTIONS						
			Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.
1			17	18	19	20	21	22	23
	Arts Colleges.						Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.	English		...	...	...	...	...	...	...
	Oriental		...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.								
	Law		...	...	...	...	...	...	...
	Medicine		...	...	...	...	...	...	...
	Engineering		...	...	...	..	...	...	...
	Teaching		...	...	...	...	...	...	...
	Agriculture		...	...	...	...	...	...	...
	Total		...	...	...	...	...	...	...
	Secondary Schools.								
SCHOOL EDUCATION—GENERAL.	For boys...	High schools	3	1,286	1,339	1,111	28,123	9,990	...
		Middle schools English	10	1,777	1,773	1,563	34,705	9,386	...
		Middle schools Vernacular	...	...	...	...	...	...	...
	For girls...	High schools	...	...	...	...	...	...	...
		Middle schools English	...	...	...	...	...	...	...
		Middle schools Vernacular	...	...	...	...	...	...	...
	Total		13	3,063	3,112	2,674	62,828	19,376	...
	Primary Schools.								
	For boys		1	66	69	62	1,161	1,956	...
	For girls		...	...	...	...	...	...	...
	Total		1	66	69	62	1,161	1,956	...
	Schools for Special Instruction.								
SCHOOL EDUCATION—SPECIAL.	Training schools for Masters		...	...	...	...	...	...	...
	Training schools for Mistresses		...	...	...	...	...	...	...
	Schools of Art		...	...	...	...	...	...	...
	Law Schools		...	...	...	...	...	...	...
	Medical Schools		...	...	...	...	...	...	...
	Engineering and Surveying Schools		...	...	...	...	...	...	...
	Technical and Industrial Schools		...	...	...	...	...	...	...
	Commercial Schools		...	...	...	...	...	...	...
	Agricultural Schools		...	...	...	...	...	...	...
	Other schools	Professional schools	...	...	...	...	...	...	...
		Miscellaneous	...	...	...	...	...	...	...
	Total		...	...	...	...	...	...	...
Inspection			...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN	Arts Colleges		...	...	...	...	...	...	...
	Medical Colleges		...	...	...	...	...	...	...
	Other Professional Colleges		...	...	...	...	...	...	...
	Secondary schools		...	...	...	...	...	...	...
	Primary schools		...	...	...	...	...	...	...
	Medical schools		...	...	...	...	...	...	...
	Technical and Industrial schools		...	...	...	...	...	...	...
	Other special schools		...	...	...	...	...	...	...
Buildings			...	...	...	...	...	3,673	...
Furniture and Apparatus (special grants only)			...	...	...	...	...	...	...
Miscellaneous			...	...	...	...	...	...	...
	Total		...	...	...	...	...	3,673	...
	GRAND TOTAL		14	3,129	3,181	2,736	63,989	25,005	...

Expenditure on Public Instruction in Burma for the official year 1908-09—concluded.

MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.									
MANAGED BY MUNICIPAL BOARDS.				IN INSTITUTIONS MANAGED BY					
Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or associations.	Total municipal expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
37,106	...	...	75,219	...	...	60,545	70,535	74,692	
45,511	...	...	89,602	...	...	90,135	99,521	1,01,491	
...	...	...	...	...	...	42,907	42,907	1,07,443	
...	...	...	...	...	...	3,000	3,000	3,000	
...	...	...	...	...	...	20,669	20,669	20,669	
...	...	...	...	...	...	11,259	11,259	17,608	
82,617	...	...	1,64,821	...	...	2,28,515	2,47,891	3,24,903	
1,582	...	...	4,699	...	...	47,911	49,867	3,12,265	
...	...	...	...	...	...	8,978	8,978	27,868	
1,582	...	...	4,699	...	...	56,889	58,845	3,40,133	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	1,375	1,375	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	3,673	...	...	7,782	11,455	14,460	
...	...	...	...	...	...	1,945	1,945	3,945	
...	...	...	...	...	...	...	13,154	21,129	
...	...	...	3,673	...	...	9,727	27,929	40,909	
84,199	...	...	1,73,193	...	...	2,95,131	3,34,665	7,05,945	

GENERAL TABLE NO. VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-Houses for the official year* 1908-09—(Chap. III, Paragraph 16, and Chap. XIII, Paragraph 85.)

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of				Expenditure from					
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.							Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government ...	11	689	66	338	201	84	2,832	...	...	60,124	62,956	
Managed by Local or Municipal Boards.	3	42	...	17	25	...	...	...	...	3,671	3,671	
Aided by Government or by Local or Municipal Boards.	92	4,008	17	1,504	2,405	82	14,087	4,876	60,078	1,60,133	2,39,174	
Unaided	21	624	...	385	239	...	...	...	30,260	33	30,293	
Total ...	127	5,363	83	2,244	2,870	166	16,919	4,876	90,338	2,23,961	3,36,094	

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of				Expenditure from					
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.	Remarks.
1	2	3	4	5	6	7	8		10	11	12	13
For Females.							Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government ...	...	...	...	...	...	...	...	...	...	...	...	
Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	
Aided by Government or by Local or Municipal Boards.	45	2,106	...	714	1,361	31	10,821	6,055	33,313	1,36,458	1,86,647	
Unaided	...	...	...	...	...	...	...	...	...	...	...	
Total ...	45	2,106	...	714	1,361	31	10,821	6,055	33,313	1,36,458	1,86,647	
GRAND TOTAL ...	172	7,469	83	2,958	4,231	197	27,740	10,931	1,23,651	3,60,419	5,22,741	

G. B. C. P. O.—No. 28, D. P. I., 12(*a*), 10-11-1909—633—A. D. C.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1909-10

RANGOON
OFFICE OF THE SUPERINTENDENT, GOVERNMENT PRINTING, BURMA
1910

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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1909-10.

Extract from the Proceedings of the Government of Burma in the Education Department,—No. 6E.—67, dated the 22nd October 1910.

READ—

The Report of the Director of Public Instruction for the year 1909-10.

The Report of the Educational Syndicate for the year 1909-10.

RESOLUTION.—The Lieutenant-Governor notes with satisfaction the increase in the number of students who are receiving a collegiate education. The staff of the Rangoon College is being steadily strengthened as funds permit, and the constitution of a Governing Body has proved distinctly helpful. Perhaps the most pressing need of the College is that for increased hostel accommodation. A non-residential college is apt to lack that mental and moral atmosphere, and is little able to implant those traditions, which do more to mould the mind and character of a young man fresh from school, than any amount of knowledge imparted from text books and any number of examinations. Sir Harvey Adamson is prepared to do what he can to assist the College in a matter which he regards as of such prime importance, but for some years to come it will be necessary to rent houses in the neighbourhood for use as hostels, since there is no present prospect of finding the money required to build permanent boarding accommodation on the site of the College, sufficient to meet existing and future needs. The success of Burmese students at the Calcutta Medical College is gratifying. The question of establishing a Burma University was under discussion during the year, but no proposals have yet been submitted to the Local Government.

2. In secondary education there has been an increase both in the number of schools and in the number of pupils. A good start has been made with the Anglo-Vernacular High School Final examination, the standard of which, the Lieutenant-Governor trusts, will maintain a high level. Sir Harvey Adamson agrees with the Director that the retention of the Seventh Standard certificate as a qualification for certain posts in Government service is detrimental to the interests of higher education, but His Honour concurs in the opinion expressed by his predecessor in the Resolution on the Report for 1907-08 that the time is not yet ripe for making the High School Final certificate the minimum qualification. The decrease in the number of pupils in the lower primary stage is ascribed to the alteration made in the regulations regarding the teaching of English in the lower standards. The alteration was made after very careful consideration, and the Lieutenant-Governor believes that on the whole it has *per se* been attended with

beneficial results. Unless it can be shewn, after a sufficient period has elapsed, that these beneficial results have not in fact been attained, His Honour can hold out no hope that the new system will be abandoned in deference to objections not based on the actual merits or demerits of the system. The risk of encouraging the establishment of unregistered English schools, which will follow the old system, is one which must be taken: the Lieutenant-Governor does not however believe that, if the new system is justified by results, such schools will flourish.

3. The decrease in the number of registered Primary schools and in the number of pupils in such schools is noteworthy, but less noteworthy perhaps than the multiplicity of the reasons assigned for it. There is no doubt a large number of schools, which form a kind of floating margin, now getting registered, now drifting back into the ranks of private institutions. It is doubtful whether such schools are worth the trouble and expense which their registration involves. The Inspecting staff is too small adequately to supervise all the schools already on the register, and until large increases in the staff are possible, a policy of concentration is undoubtedly called for. The policy of expansion represented by the so-called "five-hundred-rupee" school has not been a success. The failure of the rules for B class schools is disappointing. The Lieutenant-Governor entirely endorses the remark made in paragraph 81 of the Report that the conditions laid down in those rules mark the irreducible minimum.

4. The attendance at Normal Schools shows an increase, though not very much can be gleaned as to the quality of the teachers who are being trained at these institutions. Every advance made in educational science tends to accentuate the importance of the teacher at the expense of that of the text-book, and the training of teachers, capable of really teaching, is not the least of the Education Department's duties. Technical schools make no advance. The last reorganisation of the Government Engineering School at Insein, has, it is to be hoped, given some finality to the courses taught at the school. Whatever may have been the defects in the courses formerly taught, it is probable that the failure of the school to attract has in part been due to the fact that for some years past the school has been perpetually in a state of being, or of being about to be, reorganised. The general question of the best method of improving technical education was thoroughly discussed during the year by a representative conference and by District Officers interested in education. Orders were not passed by the Local Government until after the close of the year, but it may be said at once that it is proposed to move very cautiously at first; there is no sign at present of any real demand for technical education on a large scale. The real demand must come not from educationalists, but from those engaged in the industrial development of the country: there is no evidence to show and no reason to believe that technical education by preceding could create such development. The opening of a Commercial School in Rangoon is an interesting sign of the times, and the Lieutenant-Governor is glad to see that the question of re-introducing a Departmental examination in commercial subjects is being discussed with those most interested in the matter.

5. There has been a slight set-back in female education, which is however likely to be remedied as soon as funds can be found to enable the appointments of

Inspectress and Assistant Inspectress to be filled. The Lieutenant-Governor is unable to share the doubts of those who take a gloomy view of the results of female education. The number of European schools continues to increase, and the schools themselves are on the whole well reported on. The working of the new curriculum will be carefully watched, and His Honour hopes that schools will receive every encouragement to take up suitable optional subjects. Satisfactory progress is being made in the education of Mahomedans, thanks to the increased interest which is being taken in the matter by members of the Mahomedan community. Interesting resolutions were passed at the session of the All India Mahomedan Educational Conference held in Rangoon in December 1909, but those which related specifically to this Province tended rather to ignore the special conditions which differentiate Burma from other Provinces of the Indian Empire.

6. The necessary regulations governing the imparting of religious instruction in schools have been approved, and the various religious communities of Burma have now to show that the eagerness with which the concession was demanded and the enthusiasm which greeted the news that it had been granted, were real and spontaneous. The Lieutenant-Governor sincerely trusts that they will prove capable of making the best use of their opportunity. However fully the facilities may be utilised it will still be incumbent on the Education Department to seek the best means of creating, (to use words used by Mr. Covernton in the Report for 1908-09), "a moral conviction apart from religion, for which the establishment of a valid principle of life and conduct is requisite," and the necessity of providing teachers capable of forming the characters of their pupils and moulding them for good will still remain. Sir Harvey Adamson fully endorses the remarks made in paragraphs 83 and 84 of this Report as to the desirability of enforcing a higher ethical standard of administration among the subordinate officers of the Department, and of putting down with a heavy hand such malpractices as cheating in examinations.

7. The Department has been well and ably administered during the year by Mr. Covernton who has been cordially assisted by all the Inspectors of Schools. The year was not marked by any epoch-making innovation or occurrence, but numerous important problems received careful consideration. In the solution of these problems the Education Department, like every other department, is hampered by want of funds. The lack of adequate hostel accommodation in the Rangoon College has been referred to above: there is scarcely a Government school in the Province which is provided with adequate buildings. The Inspecting staff sadly needs strengthening. The revision of Vernacular Readers, on the suitability of which the efficiency of Vernacular Schools so largely depends, is only now being taken in hand after long delays. Great as has been the benefit derived by the Province from the educational expansion of the last decade it is clear that for some years to come, it will be necessary to exercise great caution in incurring fresh educational responsibilities. The Educational Syndicate was consulted on all the more important educational questions which came before the Local Government during the year, and gave, as usual, valuable advice and assistance.

By order of the Lieutenant-Governor of Burma,

F. LEWISOHN,

Offg. Secretary to the Government of Burma.

Printed by order of the Government of Burma

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REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1909-10.

CHAPTER I.

PRELIMINARY.

1. According to a prophecy contained in a previous report of the Inspector of Schools, Central Circle, the year with which this blue book deals was to be the first of a cycle of lean years. Events have been complaisant enough to justify the prophet, more especially perhaps in his own circle. As was to be expected the first and chief institutions to suffer in these conditions have been the primary schools, particularly the struggling vernacular schools. The net result has been a slight reaction in favour of the unregistered school. Other institutions which have felt the stress are technical and industrial ones and certain classes of girls and training schools. The particular causes of the falling off are discussed under their appropriate chapters. On the other hand the prophecy has been but partially verified. In not a few departments of education, and especially in the higher, gain, not loss, has to be chronicled. Thus in Collegiate education particularly, and in the middle stage of Secondary education, gratifying increases are reported, the numbers of Europeans under instruction and of students in training schools have risen and a marked enhancement in the returns for Mahomedans (due no doubt in part to the fillip afforded by the Mahomedan Congress in Rangoon) has to be noted. The total number of pupils under instruction has also gone up though very slightly in comparison with the figures of previous years. Statement III.

2. Among the more important educational events of the year are the abolition of the Itinerant Teachers, the formation of governing bodies for High Schools taking the Matriculation of the Calcutta University, the calling of a Conference on Technical Education, the further reorganization of the courses of the Government Engineering School, Insein, the holding of the first Anglo-Vernacular High School Final Examination and the sanction of the proposals for religious instruction in schools under public management Among the chief matters which are under consideration are the revision of the European Code (the revised syllabuses of which have been published and are now in force), and the improvement of pay and prospects in the Indian Educational Service and Provincial Educational Service. Chapter VI of the Burma Education Code has been further revised and a new 'maintenance grant' based mainly upon attendance has been sanctioned, as has also the removal of the Reformatory from Insein to Thazi, final measures for which however are still under preparation.

3. Problems of special moment which remain to be dealt with are the establishment of a University in Burma, the increase of the Inspectorate, the provision of permanent salary grants for Vernacular teacher-managers, the recruitment of principals in the Indian Educational Service for the chief Anglo-Vernacular schools, the re-establishment of primary scholarships, the reconsideration of the system of grants to Anglo-Vernacular and European schools, the revision of Vernacular Readers and last but by no means least the provision of suitable buildings for Government educational institutions including the Government College, Rangoon. Definite proposals have been placed before Government in regard to the Inspectorate and permanent salary grants, and Government has admitted the principle involved in the latter. The revision of Vernacular Readers will be begun

in October of the current year. Proposals for the rebuilding of the Government College have been sketched out and the details are under elaboration. The scheme for the University is still under the consideration of the Educational Syndicate. It is perhaps unnecessary to add that so long as the existing stress continues in provincial finance progress with most of these measures, however urgently required, can be but of the slowest.

CHAPTER II.

CONTROLLING AGENCIES.

The Indian Educational Service.

4. In the year under report, owing to the appointment of Dr. Ross as Professor of Philosophy in the Government College, the cadre of the Indian Educational Service in Burma was raised to thirteen members as follows: one Director, one Assistant Director of Public Instruction, five Inspectors of Schools, one Principal of the Government College, three Professors at the same, and two Principals of Government High Schools. In this enumeration is included Mr. Marshall, the Principal of the Government College, who went on leave in the beginning of the year and for whom Mr. Hunter acted as Principal. Not included are Professor Robertson, who however holds temporary rank in the Indian Educational Service (as having been dispatched by the Secretary of State to meet the vacancy created by Mr. Marshall's furlough), and the Lady Inspectress whose post financial stringency has prevented Government from filling. A proposal to appoint a separate Inspector in the Indian Educational Service for Arakan was made to the Local Government, but funds do not appear to be available. The Municipal High School, Prome, has been taken over and the appointment of a Principal in the Indian Educational Service is highly desirable, but again economy forbids. However an additional professorship (for Physics) in the Indian Educational Service, which was proposed in 1909-10, has recently been sanctioned by the Secretary of State. It has also been proposed to transfer the Professorship of English held by Mr. Ainley in the Provincial Educational Service from the latter to the Imperial Service. The disabilities and grievances referred to in the last Annual Report have during the year engaged the careful and sympathetic attention of the Local Government and the Government of India, and it is hoped that reforms will not be long delayed.

The Provincial Educational Service.

5. The Provincial Educational Service as at present constituted comprises seventeen officers, *viz.*, one Inspector of Schools, six Assistant Inspectors of Schools, four Professors (or Lecturers) at the Government College, one Headmaster of the Government Engineering School, one Technical Instructor at the same, one Superintendent of the Government Reformatory, one Editor, Vernacular Textbooks, and two 'Subordinate' Headmasters of High Schools (*i.e.*, subordinate to Principals). Maung We Lin was appointed to the Inspectorship of the Western Circle transferred from the Indian Educational Service and has satisfactorily discharged his duties as a full Inspector. Want of funds has rendered it impossible to fill the sanctioned appointment of Assistant Inspector of Pâli. Since 1907 the Government of India and the Local Government have had under investigation the pay and prospects of the Provincial Educational Service: if candidates of the quality and status requisite for the successful conduct of educational administration and instruction are to be attracted to the Service, it is most desirable that a speedy decision should be arrived at. The protracted delay affects injuriously, not only the Provincial Educational Service, but the Subordinate Educational Service, officers in which (failing any amelioration of the conditions of their own service) naturally tend to look to the former for possibilities of further promotion or more remunerative careers.

The Subordinate Educational Service.

6. In the Subordinate Educational Service the number of officers has declined to 522 from 580 on account of the gradual retrenchment of Itinerant Teachers initiated during the year. The Service includes all Headmasterships of Government High and Middle Anglo-Vernacular Schools (except two) and the Head-

masterships of Government Normal schools. It cannot be argued that this arrangement enables the Department to obtain and retain the men most suitable for such posts. If it is not desirable to transfer them *en bloc* to the Provincial Educational Service, Headmasterships of High and Normal schools might be gradually transferred, or else the pay of certain of these posts should be enhanced within the Subordinate Educational Service.

The Subordinate Inspecting Staff.

7. What perhaps is the most crying need of the Department, and on the supply of which the destinies of the whole vernacular system of education in the province turn, is the increase of the lower inspecting staff. The abolition of the Itinerant Teachers (which was only proposed on the explicit assumption that the saving thus effected would be utilized to increase the number of Deputy or Sub-Inspectors) and the impending introduction of a new form of grant to vernacular schools based largely upon attendance have rendered this measure still more imperative. In the Quinquennial Report of Education for 1902-07, ninety is laid down as the maximum number of schools which a Deputy (who has also a not inconsiderable amount of administrative work and official correspondence in addition to his duties as an examining and inspecting officer) can effectively visit and inspect during the year. At present in Burma not a few Deputies have double this number (some three times as many or more) and *that apart* from the numerous unregistered schools with which they are supposed to keep in touch and the totals of which range from about one hundred to well over one thousand per district.

Administrative Changes.

8. Till 9th May Mr. Wedderspoon acted as Director of Public Instruction, then reverting to his own post as Inspector of Normal Schools and European Education. Mr. Wilkins went from the latter post to the Inspectorship of the Eastern Circle, but his health gave away in December and he was forced to take leave, Mr. White, who had passed from the Government College to the Government High School, Moulmein, assuming charge in his stead. In the Northern, Central and Southern Circles respectively Messrs. Davis, Cocks and Snow continued to hold charge (though Mr. Snow was on privilege leave for three months): each of these officers in his own way has rendered me valuable assistance and administered his circle with efficiency and zeal. On return from leave I assumed charge as Director of Public Instruction on 10th May. During the year I arranged my tours so as to see something of the work and circle of each Inspector. Thus in addition to the chief educational centres such as Rangoon (with Insein), Mandalay, Moulmein, Maymyo, Bassein, I also visited Sagaing, Meiktila, Myingyan, Pakôkku, Minbu, Magwe, Thayetmyo, Allanmyo, Prome, Paungdè, Tharrawaddy and Thônzè, Pegu, Pyapôn, Kyaiklat, Ma-ubin, Yandoon, Wakèma, Myaungmya, Thatôn, Kyaikto, Mergui and Tavoy, inspecting close on 150 institutions between May 1909 and 31st March 1910.

Assistance from Divisional and District Officers.

9. I was also able to confer with a number of Commissioners and Deputy Commissioners. As usual divisional and district officers have tendered the Department much valuable advice and assistance. The Department's thanks are due in particular to the Hon'ble Mr. Eales, and Messrs. Cholmeley and Carey, Colonels Maxwell and Green, Majors DesVœux, Obbard and Nethersole, Captains A. B. Roberts and Burn, Messrs. George, Stirling, Thornton, Rigg, Lowry, Perkins and Maung Myat Tun Aung for the practical interest they have taken in educational matters.

The Educational Syndicate.

10. The Educational Syndicate continued to furnish useful advice to Government and the Director of Public Instruction on educational affairs, and also, with the help of the Education Department, to hold examinations on the Theory of Teaching. It has interested itself particularly in the University question and has done much to support and propagate sound views upon this subject.

Voluntary Agencies.

11. In the Church of England the Lord Bishop of Rangoon and in the Catholic Church the Bishop of Lower Burma afforded the Director very valuable support and advice in educational matters concerning their respective denominations. The *Thathanabaing* has endeavoured to promote the aims of the Department by issuing circulars to *pôngyis*, urging them to register their schools and by offering suggestions as to the subjects that should be taught in monastic schools.

CHAPTER III.

COLLEGIATE EDUCATION.

General Remarks. Statement III.

12. Collegiate education has made important strides in the year under report. At the Government College the average number on rolls has risen from 131 to 220; at the Baptist College the total enrolment rose from 37 to 55. Two fresh professors have arrived for the Government College, Dr. Ross, Professor of Philosophy and Dr. Robertson, Professor of Chemistry; the latter's is a temporary appointment only, due to the vacancy caused by Mr. Marshall's furlough. During the course of the year a proposal for an additional Professorship of Physics was made to the Local Government and has since been approved by the Secretary of State. The Governing Body of the College and the Public Works Department have had under consideration a comprehensive scheme for the extension and re-building of the College and a new temporary dining room has been erected already, while a private house has been engaged in order to provide additional accommodation for boarders. At the Baptist College, which is now recognized by the Calcutta University as competent to teach the B.A. course, the new Cushing Memorial buildings have been opened and the work of the College is now conducted in them. Lastly, the question of the establishment of a University for Burma, which has been reopened, has of itself attracted considerable attention not only in educational circles but also in the press and throughout the Province generally. The ensuing discussions have already achieved this good result, that they have re-awakened public interest in higher education and have focussed enquiry on certain specific problems and proposals.

Attendance at the Government and Baptist Colleges. Statement III.

13. The 208 students on the roll of the Government College on the 31st March 1910 include 30 Europeans and 131 Burmans, the balance being made up of Native Christians (13), Hindus (8), Mahomedans (12) and others (14). Eleven of these students are women. The B.A. Classes comprise 30 students (28 males and 2 females), the I.A. Classes 178 (169 males and 9 females). Some 20 applicants had to be refused admission for lack of accommodation. At the Baptist College in spite of the comparatively high original enrolment of 55 names, the average monthly enrolment did not exceed 36. At both Colleges a certain number of entrants were found to be unfit to proceed with the University courses and either dropped out or were dismissed. The Principal of the Government College attributes this fact to the excessive lenience of the Calcutta University's examiners in Matriculation: the Principal of the Baptist College also points out that in some High Schools there is still too much *memoriter* work and that boys so trained have no grasp of College methods.

Special Classes at the Government College. Statement III.

14. At the Government College the special classes for teachers referred to in last year's report have been carried out with not a little success. Of the teachers referred to two passed the I.A. Examination of the Calcutta University in addition to taking the work of the Government Normal School and the Educational Syndicate's Teachers' Tests. The lectures in Pali delivered by Mr. Duroiselle for the benefit of teachers have been discontinued. The law classes under Mr. McDonnell comprised during the year 6 students working for the degree of B.L. and 10 taking the Secondary Grade Pleadership Course. On the 31st March 1910 the total however was 15 only. Of the former the majority were natives of India; the latter are mostly Burmans. Mr. McDonnell points out that the concession granted by the Calcutta University enabling students in Burma to take Buddhist in lieu of Hindu law for the first B.L. will encourage more Burmans to read for the B.L. degree.

Examinations. Statement VI.

15. The results of the examinations have been creditable in both Colleges. In the Government College, 32 passed the I. A. Examination out of 71 sent up (9 in the First Division) and 8 passed out of 12 appearing for the B.A., 3 of them obtaining distinction. At the Baptist College 7 passed out of 9 candidates in the I.A.: no students appeared for the B.A., the B.A. Class having only been formed in 1909 after the receipt in June of that year of notice of affiliation up to the B.A. As usual complaints have been received of the

conduct of the University Examinations, especially of the 'Entrance.' The Principal of the Government College writes: "The Entrance examination of 1909 being the last examination under the old conditions was apparently considered by the Calcutta University as a favourable opportunity for clearing the High Schools." He adds that consequently a large number of students are brought into the Colleges who are unfit to cope with College work. In the so-called 'Supplementary Entrance' examinations the Burmese papers set by the University were so crowded with printer's errors as to be unintelligible to candidates. Serious complaints on justifiable grounds were also made in regard to the Pali papers set for the B.A., the despatch of English papers for the same test, and the arrangements for the practical work in Chemistry, which last bore especially hardly on candidates in Burma.

Sports, Conduct and Hostels. Statement VIII.

16. Athletics are carried on with much vigour at both Colleges. At the Government College, football and cricket flourish: the popularity of tennis is increasing, two new courts having been made available; hockey has been taken up so successfully that the Government College has reached the final in the Lawford Competition. The conduct of the students at both institutions is well reported on. The hostel of the Government College has been more than full, no less than 40 applicants having to be refused for want of accommodation. The question of hostel accommodation is most important: the Principal notes that he has inspected the lodgings of students living in the town and found many of them existing under conditions quite unsuitable for academic work, the lodgings being noisy, crowded and insanitary and affording little opportunity for study. At the Baptist College the Cushing building can provide good accommodation for some fifty boarders.

Relations with the Calcutta University.

17. The Calcutta University has given a favourable answer to a request referred to as undecided in last year's report, *viz.*, the substitution of Buddhist for Hindu law and of Local Laws and Acts for the Bengal Tenancy Act in the B.L. tests. The University of Cambridge has informed the Calcutta University that it will recognize Pali as a substitute for Latin in its own Previous Examination. No University Inspector has visited the Colleges during the year. The only persons in Burma admitted to the Fellowship of the Calcutta University are the Director of Public Instruction (*ex-officio*) and the Inspector of Normal Schools and European Education, neither of whom was permitted by his proper duties to take any direct part in the administration of the University or to attend meetings of the Senate. Higher education in Burma thus continues to be directed from a distance by an alien body possessing no personal knowledge of or interest in the educational conditions and needs of the inhabitants of this province. It is not surprising therefore that a demand for a revision of the situation has arisen and that the further question of the establishment of a University in and for Burma should now have reached the stage of at least respectful consideration. A draft Act for the Incorporation of a Burma University prepared as a basis of discussion was with the approval of His Honour the Lieutenant-Governor submitted by the Director to the Educational Syndicate in November 1909. Under the auspices of the latter body a general meeting of educationists and others interested was summoned in February 1910, at which a resolution in favour of the establishment of a Provincial University was carried *nem. con.* Subsequently the Educational Syndicate appointed a special Committee to consider the draft Act in detail.

Governing Bodies of the Colleges.

18. The Governing Body of the Government College has devoted not a little care and attention to the interests of the College, especially in respect of much required increases of staff and the provision of larger and more suitable buildings. Its institution has consequently strengthened the hands of the Director and the Local Government, though it has also increased correspondence and to a certain extent delayed the disposal of cases. No similar body has been called into being for the Baptist College.

Medical Schools.

19. The Principal of the Medical College, Calcutta, reports that there were six male and three female Burma Government scholars studying at his institution. One, Maung Htin Poh, completed his fourth year and is promoted to the fifth, he passed both the College test for the fourth year class and also the Supplementary first M.B. examination of the University. Another student, Maung Ba Yin, left for England. Two have passed the Preliminary Scientific M.B. examination.

Ma Saw Sa, the Burmese lady medical student has done brilliantly and is promoted to the fifth year class. Miss D'Silva has also done well and is promoted to the second year. Miss K. G. Wall left to continue her medical education at Edinburgh. In Madras at the Royapuram Medical School 41 non-Burman and two Burmese pupils are preparing for work in Burma: of these 36 (including the two Burmans) passed their examinations. The Rangoon Medical School is dealt with in a separate report; it contains 28 students, of whom 23 receive Government stipends. The accommodation is stated to be insufficient.

Patamabyan Examination.

20. At the Patamabyan tests in Pali 118 candidates passed out of a total of 774 appearing. The decrease in passes evident on a comparison of 1908-09 and 1909-10 is due to a decrease in the number of candidates. The certificate of the Patamagyaw (or highest degree) was won by U Guna and was presented to him by His Honour the Lieutenant-Governor in a special Darbar held at the Payabyu Kyaung Taik, Mingala Aungmye Kyaung, East Rangoon.

CHAPTER IV.

SECONDARY EDUCATION.

General remarks and statistics of schools and pupils. Statement III and IIIB.

21. All schools possessing a standard above the Fourth are designated 'Secondary.' Such institutions for boys fall into two main classes, 'English' and 'Vernacular,' the former of which embraces both European and Anglo-Vernacular boys' schools. Compared with those of last year the figures for both main classes show decided increases. 'English' boys' schools have risen in number from 94 (six European *plus* 88 Anglo-Vernacular) to 104 (seven European *plus* 97 Anglo-Vernacular) and include 21,796 pupils (of whom 20,437 are Anglo-Vernacular) as against 19,789 Anglo-Vernacular *plus* 1,014 European pupils in the previous year. Vernacular Secondary schools for boys have risen in number to 650 with 45,622 pupils as against 583 schools and 40,162 pupils in 1908-09. These increases have accrued in all divisions except the following: Tenasserim, where 'English' schools have lost one institution and 106 pupils; the Southern Shan States, where there is a decline of 10 Anglo-Vernacular pupils; Meiktila, where there is a drop of 6 Vernacular Secondary schools and 372 pupils; and Mandalay, where there are four such schools and 81 pupils less than in 1908-09. Sagaing has lost one Secondary Vernacular school but gained 43 pupils.

Stages of instruction. Statement V.

22. Details for the stages of instruction shew that in Anglo-Vernacular schools the numbers in the High Department have increased slightly but that there has been a considerable rise of over 1,000 in the Middle stage: in the Upper Primary stage there has also been a rise, but the numbers in the Lower Primary have declined by 947. The figures for European schools are treated in Chapter IX, In Vernacular Secondary schools the main increases are in the Lower and Upper Primary stages: in the High stage there is a slight decline.

Increases and decreases in the various stages of Anglo-Vernacular schools and their causes. Statement V and VA.

23. The figures quoted above in Anglo-Vernacular schools are of peculiar significance. They show that the decreases of the previous year which affected the Middle and High stages have been stemmed: in the latter stage the total number of pupils is still 147 below the total of 1907-08 (718), but in the Middle the total is 6,274 as against 5,184 in 1908-09 and 5,828 in 1907-08. The increase in the Middle stage is specially encouraging and (but for the detrimental effects of the Seventh Standard certificate) would augur well for future increases in the High stage. The decrease in the Lower Primary stage is no doubt mainly due to the fact that under the present regulations, which permit only English conversation in addition to vernacular subjects in Anglo-Vernacular Standards I, II and III, some parents prefer to send their children at first to lay or monastic Vernacular schools where the fees are small or *nil*. Such persons are unwilling to pay for any teaching of English which does not take immediate effect in the way of imparting ability to read and write. Various Inspectors take different views of this phenomenon, the occurrence of which was by no means unexpected. Mr. Snow, Inspector of Schools, Southern Circle, writes: "The decay of the Anglo-Vernacular Primary school is in my opinion a matter for congratulation, and I consider that English should be sternly excluded from Primary standards." The Inspector of Schools, Northern Circle (Mr. Davis), also advocates the abolition of the

earlier English Standards and would begin English at Standard IV. Other Inspectors appear to consider that the present system has not been tried long enough to enable a verdict to be pronounced. If the decline continues a reconsideration of the present arrangement will become inevitable. The reduction of Anglo-Vernacular schools to two stages would probably mean a reduction in expenditure, but it is doubtful how far this measure would commend itself to Christian religious bodies interested in education. The substitution of vernacular standards for those abolished might, it is alleged, provide an inadequate *quid pro quo* so far as the general missionary purposes of religious bodies are concerned. On the other hand a change of system, if demonstrably preferable on educational grounds and if applicable to all institutions equally, would have to be considered and dealt with not merely on a sectarian basis but from the point of view of its compatibility with the general educational policy of Government.

Causes of the main fluctuations in the figures relating to the grade and management of 'English' Secondary Schools for boys.

24. The main fluctuations in the figures relating to the grade and management of 'English' Secondary boys' schools are due to the fact that during the year under report Government took over the Municipal Anglo-Vernacular Secondary schools at Prome, Yandoon, Letpadan, Mergui and Kyaikto, while the Government Anglo-Vernacular schools at Wakèma and Katha were raised from the Primary to the Middle stage and the similar schools at Sagaing, Tavoy and Taunggyi from the Middle to the High stage, whereas the Thazi school was reduced from the latter to the former. The practising Anglo-Vernacular School attached to the Government Normal School, Mandalay, is now classified as a separate school, and the Government Anglo-Chinese School at Bhamo has been abolished since it no longer fulfilled the purposes for which it was established. Among the aided institutions St. Peter's, Mandalay, has opened a separate European school and the European school attached to St. Patrick's, Moulmein, has been raised to the High stage, as, too, have Maduray Pillay's School and the Randeria Madrassa in Rangoon, while St. Augustine's, Moulmein, has been lowered to the Middle grade.

Vernacular Secondary Schools. Statement III.

25. Vernacular Secondary institutions have gained six District Cess schools at Maungdaw, Rathedaung, Pônnagyun, Kyauktaw, Myohaung and Minbya in the Akyab District. Government Vernacular Middle schools have increased by three situated at Paletwa, Kyônpyaw and Myinmu in the Northern Arakan, Bassein and Sagaing Districts, respectively. The attendance in Middle Vernacular schools shows a marked increase due perhaps to the ideas prevalent concerning the Anglo-Vernacular Primary curriculum and explained above. If this fact also indicates a tendency to welcome a more thorough Vernacular education prior to entering a pupil for the Anglo-Vernacular course it is doubly a matter for congratulation. If the process continues, the depletion of the lowest Anglo-Vernacular standards will be accelerated unless some counteracting influence is brought to bear. The figures for Vernacular High schools also are not without their special significance. There has been a net loss of one school and eighty pupils. Inspectors take the decrease to indicate the initial effect of the abolition of Itinerant Teachers unaccompanied by any increase of the subordinate inspecting staff and any provision for a system of permanent salary grants for trained teachers. The Seventh and Ninth Standards being those from which Itinerant Teachers, Sub-Inspectors and the best qualified of the certificated teachers were drawn, it is supposed that men of this calibre are beginning to perceive that higher vernacular education holds out not merely fewer prizes than formerly but less security of even a reasonable return for the time and energy they have devoted to it.

Details of individual schools.

26. Some particulars regarding individual schools may be of interest. The Government High School, Rangoon, under Mr. Bulkeley, Indian Educational Service, continues to flourish. The numbers in the High Department rose considerably; of the other stages the Lower Primary shows a loss of nineteen pupils. The school did well in both the Entrance and the High School Final examinations. During the year its accommodation has been extended by the extrusion of the Government Normal classes; the designation of the school has also been changed, the term 'Collegiate' having been abandoned as meaningless in the present constitution of the school and the term 'High' substituted. The Principal after careful consideration has decided not to enter teams for the Burma Athletic Association's competitions, though of course football is strenuously maintained and inter-school matches are played. A debating society has been started and

the library increased: it is now freely used by the upper boys. A scheme for Buddhist religious instruction has also been worked out and approved. The Governing Body has been appointed and has made several useful suggestions regarding buildings and equipment. The Government High School, Moulmein, sent no boys up for the High School Final but passed 11 out of 13 in the Entrance; only 8 boys entered for the Matriculation of March 1910. This school, too, has found it desirable to hold aloof from public football tournaments. There is now a Governing Body, but at three meetings only has there been a *quorum*. The Government High School, Minbu, reached a total of 241 pupils which declined to 231: the numbers in the High Department however are few and the school met with disaster in the High School Final test. Numbers in the Middle Department have risen and boys had to be refused in Standard V for want of accommodation: the Headmaster, probably with justice, attributes the leakage between the Middle and High Departments to the effects of the Seventh Standard certificate. He reports a case of 'Cigarette Heart,' which became normal after the enforcement of the circular against cigarette-smoking. The Tavoy Government High School has been forced to refuse pupils in certain standards owing to inadequate accommodation and has suffered from frequent changes of staff: an Eighth Standard, however, has been and a Ninth will be opened. The Government High School, Sagaing, has increased in numbers and was raised to the High grade in the year under report; this is one of the very few Government schools possessing suitable buildings, but the hostel already needs extension. The school is devoted to football and the Headmaster writes that the devotion has proved "so contagious that the game is played in every open space in Sagaing." The Government High School, Pegu, has had to give up its First Standard for want of accommodation and the Headmaster expects that the Second Standard will have also to be abandoned in 1910-11 for the same reason. This reduction brought the numbers to 258, otherwise a total of 300 was expected. The school did very well in the High School Final test. At Thatôn again there was a decrease due largely to insufficient accommodation: probably no Government school of its size in any province is so badly housed as this school. The Headmaster states that a hostel is required, but no suitable building is available. Until better accommodation is procurable it is not desirable to add the High Standards, though this is the chief school of the district, which is thus left without a High school of any kind. Space will not admit of further details regarding other Government Middle schools, but the reports from Headmasters at Wakèma, Yamèthin, Kyaukpyu, Sandoway, Yandoon (a Municipal school recently taken over), Kyaikto (a specially bad building), Paungdè (also a very poor building) and Katha all testify to the unsuitability or inadequacy (or both) of accommodation and to the detrimental effect thus exercised upon educational efficiency and the morale alike of teachers and pupils. The Government Anglo-Vernacular Middle School at Maymyo has a good building: here the work, which is of a complicated nature owing to the varied nationality of the pupils, was hindered by plague. The buildings at Thazi will be taken up for the Reformatory when the latter is transferred from Insein. The Thazi school has already been reduced to the Middle grade.

27. Of the chief Municipal schools Prome was taken over by Government in January 1910: it has suffered from the delinquencies of its late Headmaster. At Bassein the school did well in the recent Matriculation but moderately in the High School Final: Mr. Campagnac's tenure as Headmaster has been extended. At Akyab the results in the High School Final were bad: the buildings were damaged in the recent cyclone. Among the more important aided Anglo-Vernacular schools St. Paul's, Rangoon, did remarkably well, both in the High School Final and the new Matriculation tests. St. John's has renounced the Matriculation, but did fairly well in the High School Final. The Baptist High School (which has dropped the designation 'College') did well in the Entrance and Matriculation, but has not yet attempted the High School Final: the American Baptist Mission High School, Mandalay, was unsuccessful in the latter test. St. Peter's, Mandalay, and St. Patrick's, Moulmein, have done well in the Entrance and Matriculation Examinations, but St. Patrick's presented none and St. Peter's only passed one out of four in the more searching High School Final test. Work at the Roman Catholic Mission Schools at Thônzè and Bassein and the Sgau-Karen American Baptist Mission School, Bassein, has been hampered not a little by *beri-beri*.

The Anglo Vernacular curriculum.

28. The Anglo-Vernacular curriculum has been extended during the year by the inclusion of the teaching of Hygiene in Standards III, IV, V and VIII and IX. The new drawing courses have been slightly modified and rendered more elastic. Teachers generally seem agreed that in Standard IV there is an excess and in Standard V perhaps a deficiency of literary work. The "Conversational English" in Standards I, II and III appears to be successful or the reverse according as well trained or European teachers are or are not employed to take or supervise it. Some schools have profitably assigned a specially well qualified teacher for this subject and have handed the rest of the class work in Primary standards to certificated vernacular teachers. The Department has issued instructions dealing with the whole question and offering illustrations and suggestions regarding method and practice : these have been well received and are reputed to be useful and effective. The revised Vernacular Secondary curriculum of the Code of 1908 is now generally in force, but there has been in some districts a considerable and rather needless delay in carrying it out. Certain changes were sanctioned in connection with the final revision of the Vernacular grant-in-aid, which after April 1911 will (it is hoped) render optional and technical subjects more popular with Vernacular managers. At present in spite of the requirement of the Code, it has been found impracticable to enforce the general teaching of one optional subject in "A" Schools.

Examinations. Statement VI.

29. The new High School Final examination for Anglo-Vernacular schools was held for the first time by the Department in March 1910. Out of 81 candidates appearing 32 passed. The question papers are on a par in difficulty with those of the University Matriculation, but the standard required for a pass is obviously higher: at the latter test in March 1910 out of 114 candidates from Burma 101 passed, 73 in the first class! The Calcutta University has accorded a limited recognition of the High School Final for the purposes of pupils wishing to proceed to the University. But the recognition is by no means an unmixed advantage since it tends once more to stereotype the subjects and methods of the schools and to drag them back into the old Matriculation groove, thereby stultifying to a certain degree one of the main objects of the institution of the new test. As a means of access to Government service the High School Final will supersede the Matriculation from 1st January 1912. For the lower grade of clerkships and certain other posts the Seventh Standard certificate still remains the recognized qualification and still to the detriment of higher education and the public service diverts a constant stream of youths from the school bench to the office stool. In 1909-10 1,471 were examined for this certificate and 664 passed. In the Vernacular Ninth Standard 48 appeared and 17 passed; in the Vernacular Seventh 574 passed out of 2,144 presented.

CHAPTER V.

PRIMARY EDUCATION.

Primary Education. Decrease in figures for. Statements III & V.

30. The application of the term 'Primary Education' in Burma was explained in paragraph 31 of last year's report. For the first time for nearly ten years the combined figures for registered Primary schools for boys, European, Anglo-Vernacular and Vernacular, show a distinct decrease. In so far as European schools are concerned the falling off is nominal only and is due to an exchange of two mixed schools in the boys' and girls' lists. Similarly the decrease under Anglo-Vernacular schools may be accounted for by the raising of various schools from the Primary to the Middle grade. Decreases of the latter class are matter of congratulation. Registered Vernacular Primary boys' schools however have lost 91 schools and 5,713 pupils. Now, in 1908-09 there was an increase of 145 schools and 6,141 pupils on the previous year's returns. Hence about two-thirds the number of schools and over five-sixths that of the pupils gained in 1908-09 have been withdrawn from the category of registered schools. Some of the schools no doubt have perished and the pupils lapsed altogether from education, others, perhaps the majority, have gone over to the ranks of the unregistered institutions, the total of which with the attendance figures belonging to them show

a curious increase on the returns of the previous year, a phenomenon which will be discussed more fully in Chapter XII. Further analysis shows that the loss has not affected Secondary schools for boys which include primary standards—these exhibit a distinct increase in both the Upper and Lower Primary stages. The loss has fallen upon the Primary schools proper, and has been general in their case throughout the province, the only entire division which returns an increase of pupils (as well as of schools) being the Irrawaddy: all others shew a loss of both pupils and schools, except Sagaing, which is distinguished by a net gain of 11 schools and a net loss of 144 scholars.

Causes of decline.

31. The causes of the decline are various. In some districts (*e.g.*, Pegu, Kyauksè, Minbu, Thayetmyo, the Southern Shan States) it is due mainly to physical calamities such as fever, cholera, plague and inundation. In others (*e.g.*, Yamèthin and Meiktila) where there was an abnormal rainfall the increase of the area under cultivation and the production of bumper crops led to the withdrawal of children in order that they might work in the fields, where their services were needed for both sowing and reaping. Managers, also, seeing a chance of greater profit in agriculture than in school-grants, closed their schools and went 'back to the land.' Slackness and inefficiency on the part of certain Deputies may also account for the loss in some other cases. But a majority of the Inspectors agree in attributing the general falling off to an unfortunate combination in the circumstances of educational administration, *viz.*, the concurrence of a reduction in grants (which, however, did not affect payments actually made in 1909-10) with enforcement of the revised vernacular courses and the abolition of Itinerant Teachers. Managers, they assert, resented being required to do more work for less pay and without the assistance afforded by Itinerant Teachers. The Inspector of Schools, Southern Circle, consequently advises that a large part of the vernacular curriculum should be jettisoned, except in town schools, and, apparently, that there should be no differentiation of grant, since he believes that managers are reluctant to come on to the "B" scale. In country Vernacular Primary schools he would limit the subjects taught to "the 3 R's" and, perhaps, Drawing.

32. There is, no doubt, truth in the Inspectors' statements and their opinions deserve serious consideration. On the other hand, apart from the plurality of causes indicated in the preceding paragraph, the fact remains that in spite of the divisional decrease not a few districts continue to prosper and their growth to a certain extent has counterbalanced the deficit on the rest: such districts are Hanthawaddy (A and B), those of the Irrawaddy Division (except Pyapôn), Akyab, Amherst, Mergui, the Salween, Myitkyina, Shwebo (B), Magwe, Pakôkku (A), and the Upper Chindwin. Hence it would appear that the factors emphasized by the Inspectors are not of absolute validity. Moreover, it must be remembered that the increase in the previous year was a very large one and as such was bound to include a number not only of ephemeral institutions, but of schools which fluctuate lightly to and fro across the margin of registration. All such of course are likely to disappear, dwindle or pass over as soon as any special stress arises in the conditions affecting them. That the decision to abolish Itinerant Teachers was sound need not be argued again here: as has been stated, it was linked with its necessary complement, the proposal to increase the inspecting staff. As soon as Government enables this latter essential measure to be carried out, it will be discovered that the disappearance of the Itinerant Teachers is no loss. Nevertheless in any case it will behove the Department to concentrate its energies upon the less unstable schools and to look for increases in their natural development rather than from the reckless extension of its borders; nor should it include institutions which it cannot supervise and which in many cases are not likely to repay the energy expended upon their capture. To what extent there should also be a concentration of curriculum, as recommended by the Inspector of Schools, Southern Circle, is more difficult to say: the answer to the question must depend on the strength and capacity of the inspecting staff and on the attitude of the managers. It is not clear that the latter would welcome any such proposal if it entailed a reduction in grant: the institution of the "B class" of schools to a certain extent meets the proposal of the Inspector, but because it carries with it a lower grant and inferior status, the "B class" has won but a scanty acceptance among those for whom it was designed.

Various types of Vernacular Schools. "B Schools."

33. Inspectors agree in reporting that the number of managers willing to accept the old "B" conditions is relatively few; the exact number of schools so registered however cannot be ascertained from the indefinite statements furnished by Inspectors. It probably does not exceed 150 institutions. Further remarks on this subject will be found in the Chapters on 'Finance' and 'Private Institutions.'

District Cess Schools.

District Cess Vernacular schools were opened at the following places during 1909-10: Bôkpyin, Yinnyein and Tabye in the Eastern Circle; Maungdaw, Rathedaung, Pônnagyun, Pauktaw, Minbya, Myohaung and Kyauktaw in the Western Circle: of the schools in the latter circle six were converted aided schools and include Middle as well as Primary standards. Similar schools had been previously opened in the Eastern Circle at Hlaingbwe and Victoria Point; at Mudôn and Palauk (also in Tenasserim) the school buildings are ready and the schools have now received Government's sanction to start work. Thanks to the joint care and attention of the Inspector of Schools (Mr. White) and the local authorities, all these schools in the Eastern Circle are reported to be filling and working well. The Southern Circle possesses no school of this class since the divisional authorities did not see their way to providing funds for this purpose.

Government Schools.

Government Vernacular schools maintained from Provincial Funds continue to flourish: those at Paletwa and Kyônpaw in the Western Circle have been raised to Middle status and those at Shwegyin, Magwe, Bhamo, Tavoy, and the girls' schools at Minbu and Mergui are all popular and doing useful work. A special enquiry was held into the conditions of those aided institutions commonly known as "five-hundred-rupee schools." The conclusion was that though in the more populous centres such schools have done fairly well, those in less favourable circumstances have often failed to take root and tend to disappear as soon as the temporary salary grants allowed to the managers have lapsed. Some of the school-houses have been removed bodily from villages where the attendance was irretrievably bad to others where better chances of success offered themselves. Village Committees have been loth to undertake the duty of arranging for the repairs of these mat buildings: they prefer to regard them as the private property of either the school master or Government. In some cases even where a five-hundred-rupee building is provided the teacher prefers to live and work in an ordinary house. Altogether, the experiment cannot be considered to have been a success and it is not proposed to erect more school-houses on the same conditions or of the same class.

The Primary Curriculum. The Vernacular Curriculum.

34. The Vernacular Primary curriculum has suffered no change since last year: efforts have been made to increase the number of object lessons taught, and to encourage the collection and use of specimens and models in addition to pictures and the introduction of drawing. Deputy Inspectors might, however, do much more in this way. Managers show great reluctance to undertake 'optional' subjects: apart from laziness and inertia, the main causes of this reluctance are the scarcity of competent teachers, the fear of affecting for the worse results in the compulsory subjects, and lack of time. The optional subjects most often attempted are Drill, Needle-work and Sgau-Karen: Pâli is less popular than might be expected.

The Anglo-Vernacular Curriculum.

The Anglo-Vernacular curriculum has already been discussed in its bearing on Secondary schools. Hygiene henceforward will be attempted in Standards III and IV and that ancient manual "The Way to Health" is being revised and brought up to date in order to afford teachers material and guidance. When complete, it will be translated into Burmese. Other useful 'brochures' are Dr. Pedley's "Plague," and "A Catechism of Hygiene" in Burmese by Father Perroy of Thônzè.

English Conversation and the Direct Method.

As regards "English Conversation" in Standards I, II, III, opinions are and apparently will remain divided. Some missionaries, who are alarmed by the migration of their pupils to Buddhist Vernacular schools, clamour for a return to the discarded and educationally unsound system under which the learning of so difficult a subject as English reading and writing was begun (in addition to vernacular instruction) in the lowest standard and at the earliest stage. Chinamen, whose children will proceed no further than Standard IV or V but who wish them to leave with a smattering of English letters, also regret the change. The Inspector of Schools, Southern Circle, while approving of the direct method in the abstract, holds that the form given to it in Burma is due to an unheroic compromise and that few Burmese and native teachers are

competent to apply it, but his conclusion from these premises is that all Primary Anglo-Vernacular institutions should be abolished. In various places various subterfuges have been resorted to with the object of defeating the regulations of the Code. On the other hand certain missionaries have welcomed the new system and have loyally supported it, while the majority of the Inspectorate unhesitatingly prefer it to the old. Mr. Davis points out that where the methods inculcated in the Department's circulars have been intelligently applied (and for this the supervision of a European or American manager, he holds, is by no means essential) they have produced good results and a general improvement in the standard of work. It is obviously impossible to expect parents who can speak English scarcely if at all to appreciate the modern procedure, while those who learnt under the old methods are naturally suspicious of the new. The possibilities of the new system in fact are only beginning to be realized by the teachers themselves and more than this could hardly have been expected in the time. Greater care on their part in the selection and illustration of topics, more preparation and practice are undoubtedly desirable. Holiday courses under competent guidance (as recommended by Mr. Davis) may also be of service provided they do not entail too great a strain on the teachers. But perhaps the most essential thing is the proper exercise of Normal students in the new methods, and it is to be desired that the Inspectors concerned and the heads of Normal institutions should give their closest attention to the matter.

CHAPTER VI.

TRAINING SCHOOLS.

Numbers of schools and scholars. Statements I, III and IIIa.

35. The decrease noted in the report of 1908-09 appears to have been stemmed. The number of Normal schools remains unchanged, but that of students under training has risen from 340 to 404: of these 113 as against 87 in the previous year are women. The rise is especially marked in the case of Vernacular Normal schools, where the numbers now stand at 250 (200 male plus 50 female) students as against 163 in 1908-09. Unfortunately the number of Anglo-Vernacular students under training has diminished. This result was unexpected as in the beginning of the year the schools were reported to be filling well. The Inspector, who regards it as a temporary fluctuation, attributes it to the fact that owing to incapacity to cope with the work required a certain number of students admitted in the beginning of the year dropped out. He reports that in the present year the number of admissions is higher than ever. The total figures of attendance however are still behind those of 1907-08 (*viz.*, 368 men and 98 women). General reasons for the decrease were given in last year's report and to a certain extent these still hold good. It behoves all Inspectors and Headmasters to use their influence to induce would-be teachers to attend the Normal schools in the interests both of their classes and themselves. On the other hand the facts have to be faced that to undergo training means, in addition to much hard work, the deferring of opportunities of earning an immediate salary and that the prospects of the teaching profession, whether within or without the Department, do not compare favourably in the eyes of Burmans with those of other careers.

Details of students under training.

36. The following table shows in detail the numbers of students in training at Normal schools on 31st March 1910:—

	High School Certificate.		Middle School Certificate.		Primary Certificate.		Total.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Anglo-Vernacular ...	9	11	79	52	3	...	91	63
Vernacular	9	...	155	36	36	14	200	50

Preliminary qualifications.

37. Of the Anglo-Vernacular students the preliminary qualification of one was the F. A., of six the Matriculation or the European High School Examination and of the rest a pass by Standard VII, VIII or IX of the Anglo-Vernacular course. Of the Vernacular students the large majority had passed Standard VI or VII only of the Vernacular course; 23 had passed Standard VIII and 7 Standard IX. The number of *trained* or *certificated* teachers employed in the province is—

Vernacular	Anglo-Vernacular	European
1,548	561	224

General remarks.

38. No change has taken place in the constitution of the Government Normal schools. That at Rangoon has been moved into a separate and more commodious house: plans for a considerable extension of the Mandalay Normal buildings have been drawn up, but lack of funds prevents their execution. This institution comprises no less than four departments, *viz.*, an Anglo-Vernacular Normal school with an Anglo-Vernacular school of Standards I to VII attached for purposes of practice and a Vernacular Normal school with a Vernacular Practising school of six standards. At the two Government institutions in Rangoon and Mandalay, Higher Grade students were encouraged to work for the I. A. Course of the University in lieu of the ordinary 'literary course' laid down in the Code. In Rangoon these students attended lectures in Pali and English at the Government College. It was found however that many of them being teachers sent up to the Normal school for one year's training were unable to grapple with the two-year University course and these wisely abandoned the attempt to cram two year's work into one. Female students in particular are liable to break down under the strain and any attempt on the part of the inspecting or normal staff to induce over-pressure is much to be deprecated. Three candidates however sat for the examination and two passed, one in the first, one in the third division. Among the aided schools the Morton Lane institution has added an Anglo-Vernacular Department and its numbers have risen from 12 to 22. This well-conducted institution should have a bright future before it. The Baptist School at Kemmendine is also flourishing, but the Catholic Normal School at Bassein has this year declined in numbers. The question of the necessity of increasing the provision of Normal schools for women was further considered during the year and the conclusion was arrived at that no immediate action in this direction is essential.

Minimum qualification required for admission to Normal Schools.

39. The Inspector of Normal Schools complains that, whereas the Code requires a pass by Standard VII as the minimum qualification for admission to an Anglo-Vernacular Normal school, a bare pass by this standard is not sufficient. He desires therefore to reject "all students whose marks are not up to a good average." This (he thinks) would save considerable expenditure. But the Code allows aided managers a free hand in the admission of students who have passed the qualifying test (Standard VII) and in present circumstances it appears undesirable to interfere with their discretionary powers and to superimpose an additional departmental test on candidates for admission. In Vernacular Normal schools the qualification for admission is Standard VII, but we are still accepting Standard VI, and at Morton Lane certain preparatory Vernacular classes for girls have been instituted to which girls are admitted with stipends of Rs. 5 per mensem each, after passing the Fourth Standard. After admission they are educated further up to the stage of fitness for admission to the Normal School proper. The scheme is reported to be working well. The results of the "Literary" examinations held by the Department have been fairly satisfactory and the Anglo-Vernacular figures on the whole show an improvement on those of 1908-09: the Vernacular figures are less favourable. Complaints having been received that the Literary courses were too exacting for girl students, the requirements of the Code were mitigated in several points. Nevertheless a feeling appears still to exist among the managers of Female Normal schools that the literary work demanded from girls is excessive, especially if they do not aim at teaching in anything higher than a primary school. It is also urged that the requirements in this respect for primary teachers should be differentiated from those seeking the Middle School certificate, since separate certificates are given. Others however would oppose a concession in this last regard as being purely retrograde and insist on the difficulty of obtaining candidates for the Middle School certificate that would ensue if the concession were granted.

Literary Examinations.

The Educational Syndicate's Examinations in the theory and practice of teaching.

40. In the Educational Syndicate's examinations in theory (which are conducted through the medium of the Education Department) the number of students passing for the High School certificate has more than doubled, a fact due to the large number of teachers sent up for further training. Passes in the Middle School certificate also increased, while those for the Primary certificate fell off, the reason being that an increasing number of students prefer to work for the Middle School test. The number of outside candidates appearing for the Anglo-Vernacular tests of the Syndicate was larger than in the year before, but exactly the same number passed. It is a question how far the present regulations are suited to persons with B.A. or F.A. qualifications, who cannot afford the time for the training laid down in section 421 of the Code. The number of outside Vernacular candidates has dropped very considerably and the number of passes was less than half that of 1908-09: the percentage of success in the case of primary candidates was remarkably small (8 per cent.). The Inspector of Normal Schools attributes this to the abolition of Itinerant Teachers, who formerly were expected to coach teachers who intended to appear for these tests; but investigation showed that comparatively few of the Itinerant Teachers ever effectively executed this duty. On the other hand, if vernacular teachers are to be encouraged to qualify in this way, they do need assistance but an inadequate inspecting staff cannot provide it.

Instructions in Technical Works given to Normal students.

41. Beside literary and educational subjects normal students take up Manual Training, which includes clay-modelling, drawing, cardboard-work, etc. Good progress in the drawing of Burmese design and in colour-work has been made in certain schools, especially at the Government Normal School, Moulmein.

Itinerant Teachers.

42. The abolition of the Itinerant Teachers was begun in the year under report. By 31st March 1910, 77 were still in Government service out of a total cadre of 211. Efforts were made by all Inspectors to find the better men displaced appointments as teachers, clerks or in a few cases as Sub-Inspectors. Some Itinerant Teachers, however, partly perhaps from pride, partly with a hope of forcing the hand of the Department or Government, refused to accept places of even Rs. 30 or Rs. 40, when offered. It is obviously difficult to help men of this character.

Pupil Teachers.

43. Pupil-teachers numbered 255 as against 289 in 1908-09. Occasion has been taken in the recent revision of Chapter VI to re-introduce the yearly bonus given to pupil-teachers who passed the annual tests. It had been withdrawn experimentally and the withdrawal may account in part for the reduction in numbers. It is also possible that (as the Inspector of Schools, Southern Circle, remarks) Deputies have been over-severe in the tests of these teachers. They should endeavour to steer a middle course between the extremes of lenience and severity and should remember that it is especially desirable to pass the better pupil-teachers on to the Normal schools, as provided for in section 226 of the Code.

CHAPTER VII.

TECHNICAL EDUCATION.

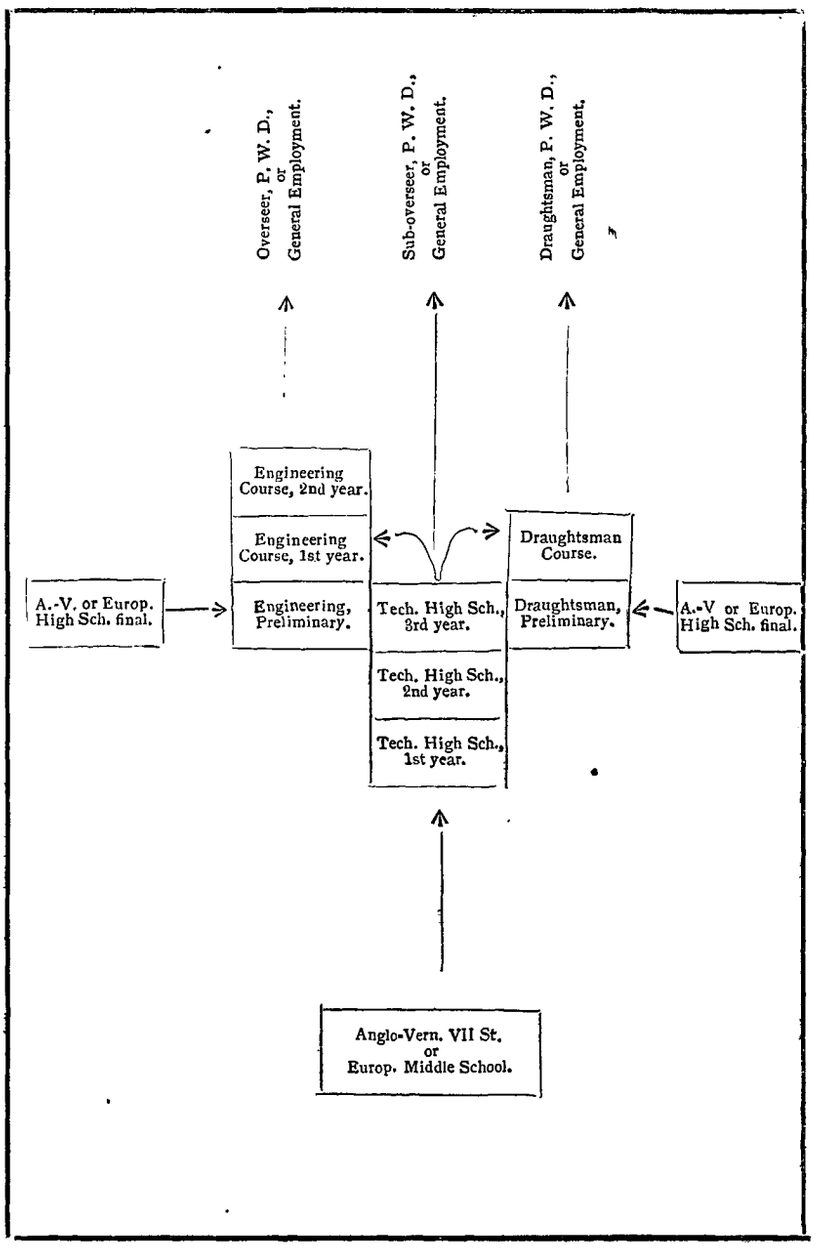
General remarks. Statement III.

44. There has been a slight but general decline under returns of attendance at technical and industrial institutions. This affects all the institutions registered as technical or industrial but not (so far as is known) the commercial schools, from which no statistics have been received. At least two such schools exist and one is recognized by Government, who have sanctioned the payment of the fees for four pupils attending the school. The other, Mr. White's at Moulmein, is now seeking recognition. If the pupils attending these schools had been included in the statistics of this report the apparent deficit in the numbers seeking technical education (in the wider sense) would have been wiped off. During the year proposals to re-introduce a Departmental examination in commercial subjects were under the consideration of the Educational Syndicate and this Department. The Chamber of Commerce and the Trades Association approved the revival of the old test with certain modifications. The examinations of the London Chamber of Commerce were considered too exacting for youths in this province. A final decision on the question has not yet been arrived at.

Government School of Engineering at Insein.

45. The Government School of Engineering, Insein, has lost 14 pupils; 10 (7 Burmans and 3 Indo-Burmans) left in June 1909 because they did not get scholarships: 4 others left because they could not keep up with their classes or for want of means. As stated in the last report, the partial reorganization of the Engineering courses, which had dragged on from 1905, had not been satisfactory. In particular the Technical High School had failed to fill. During 1909-10 it was therefore determined to carry the reorganization further and to merge the Lower Subordinate classes in the Technical High School, which would thus become the means of access to the Upper Subordinate classes (or Engineering course) and the Draughtsman course. The new arrangement, which has been sanctioned by Government, simplifies very greatly the relations of the classes and courses to one another; previously these had been so confused and complicated as to be almost unintelligible to the general public or to those not directly concerned with the school. The following diagram illustrates the arrangement now approved: it may be noted that the two "preliminary" classes are intended for those who wish to enter the Engineering or Draughtsman course without passing through the Technical High School. Ordinarily the means of access should be through the latter.

SCHEME OF COURSES AND EXAMINATIONS QUALIFYING FOR THEM.


Overseer, P. W. D., or General Employment.
Sub-overseer, P. W. D., or General Employment.
Draughtsman, P. W. D., or General Employment.
Engineering Course, 2nd year.
Engineering Course, 1st year.
Engineering, Preliminary.
Tech. High Sch., 3rd year.
Draughtsman Course.
Draughtsman, Preliminary.
A.-V. or Europ. High Sch. final.
A.-V or Europ. High Sch. final.
Tech. High Sch., 2nd year.
Tech. High Sch., 1st year.
Anglo-Vern. VII St. or Europ. Middle School.

46. At the same time the dates and duration of the holidays have been modified. In future the school year will run from the 15th June to the 15th March and there will be one vacation of three months only. Additional scholarships for the Preliminary Engineering or Draughtsman Course and the Technical High School Course have been sanctioned.

47. No further progress has been made with the proposal to convert the visiting Committee into a Board of Governors, since it was found that the gentlemen concerned were unable to devote the time and attention that their new duties would require if they took over the direct control of the school.

48. The Committee however has continued to take part in the management and has afforded the Director of Public Instruction much useful advice and assistance. It has been suggested that the school should undertake the training of telegraphists and block signallers for employment in the Telegraph Department and the Railway. If adopted the proposal will entail an increase in staff, expenditure and equipment.

Number of European apprentices in receipt of stipends and Burma Railways Workshop classes at Insein.

49. The number of European apprentices in receipt of stipends is 37 against 36 in the previous year. Ten of them are under the Burma Railways, 7 in the Dalla Dockyard, 6 in Messrs. Bulloch Bros.' Foundry at Pazundaung, 9 under the Irrawaddy Flotilla Company, 3 in the Port Commissioners' Workshop, Rangoon, and one each in the Government Dockyard, Mandalay, and the Arakan Company's Workshop, Akyab. In the Railway Apprentices' Class, Insein, 11 appeared for examination in Mensuration, and 5 passed: of the 11, two were Burmans, both of whom passed, the rest being Europeans or Eurasians. The Inspector of Schools, Southern Circle, reports that the work with two exceptions was poor. The lads have nine hours' work a day and learn mensuration in the tenth: hence not much can be expected in this subject. In the Karen and Burman Apprentice Railway Class at Insein fourteen were examined by the Assistant Inspector in English and twelve passed. The general standard of attainment was fair, but writing and dictation poor.

Technical Work in European, Anglo-Vernacular and Vernacular schools. Statement III.

50. In the Northern Circle there are still 14 weaving schools: of these 3 are in Mandalay town, 9 in the district and 1 in Shwebo. The total number of pupils presented in them is 235. The Inspector of Schools questions whether it is worth while to pay grants for passes in a subject which can be and is taught just as efficiently at home. At the Bghai-Karen School, Toungoo, in the Eastern Circle weaving has been temporarily dropped owing to the departure of the instructor. Classes in printing, book-binding and carpentry continue. The total number of pupils in the three industrial schools at the Prome Road and St. Mary's, Rangoon, and at Toungoo respectively has fallen by 22 pupils. The main decrease being in St. Mary's. At Moulmein basket-work continues to be taught in the School for the Blind: the latter is now located in a good building on a pleasant site. The constitution and management of this school have never been properly defined, and it is now proposed with the help of the Commissioner of Tenasserim to draw up rules regulating these matters.

Manual Training and needle-work.

51. The number of pupils presented for examination in Manual Training (*alias* 'Slojd') has risen from 921 to 1,213, and the number of schools taking the subject from 14 to 27: by far the greatest bulk of the pupils belong to Anglo-Vernacular schools. The numbers doing needlework have also increased by 289. The increment however is solely under European schools, Vernacular and Anglo-Vernacular schools showing a decrease. This result testifies eloquently to the good work done by the Lady Inspectress of Needlework and the desirability of extending her sphere of operations.

Drawing.

52. The Drawing courses have been slightly modified during the year and rendered more elastic; a concession by which partial grants for drawing in accordance with the particular sub-head taken is under contemplation. Efforts to induce a greater use of natural objects have been made and generally with fair success. Miss Hicks in the Baptist High School has produced useful sets of copies and her pupils now turn out good work in clay-modelling and colours as well as in ordinary drawing. A complete series of copies based on Burmese

design and ranging from the most simple to the most elaborate has been prepared for the use of the Department under the auspices of Mr. Tilly, late Commissioner in Tenasserim, and is now ready for issue to schools of all classes. The number of teachers obtaining teachers' certificates has, I regret to notice, declined, being 160 against 179 in 1908-09. Drawing is taken in 9 European, 50 Anglo-Vernacular and 30 Vernacular schools. The number of Anglo-Vernacular schools taking this subject has dropped by 7, but that of pupils has risen slightly, while among Vernacular institutions 8 more schools and 583 more pupils have taken it up. It is hoped that all Inspectors will do their best to encourage other schools to do likewise.

Singing and Music.

53. Singing is taken in 13 Anglo-Vernacular, 7 European schools and one Vernacular. Lack of funds has prevented any progress being made with the scheme mooted for extending the Tonic Sol Fa system of teaching. In regard to singing in Vernacular schools the Inspector of Schools, Western Circle, writes : " It has been said that the Karen has a natural aptitude for singing which is denied to the Burman. It is however really lack, not of aptitude, but of training, that makes the latter sing badly. He has from his childhood been accustomed to shouting in Burmese music at the top of his voice and there is no proper teacher to make him get rid of his bad habit. The Karen on the other hand has no national music to get rid of and consequently needs comparatively little supervision in learning English music."

Survey Schools.

54. The number of survey schools remains at 20, of which four are in rented houses. The total on rolls is 375 against 381 in 1908-09. Decreases in attendance are noted at Henzada, Katha and Meiktila, but increases at Pegu, Mandalay and Mônywa. In the Syndicate's examination Minbu, Pakôkku, Sagaing, and Ma-ubin did well, Mergui, Mônywa and Toungoo poorly. Moral tone at Meiktila, map-work at Moulmein, field-work at Toungoo, Katha and Mônywa, and Surveying at Mergui, are indicated as defective. These schools are inspected and controlled by the Land Records Department under the Settlement Commissioner.

Recommendations of the Conference on Technical Education.

55. As foreshadowed in the last report an important Conference was held in November 1909 to discuss the position of technical education and the best means of improving and extending it. Much divergence of opinion arose as to the best means to be employed and considerable doubt was expressed whether the supply of technical education should wait upon the demand for such instruction or whether the demand might not be forced by the supply. In effect the recommendations of the Conference were—

(i) That a central school for the training of technical instruction be established at Insein in connection with the Government Engineering School.

(ii) That schools for imparting technical education and training be opened by Government or Local authority at three or four local centres in the Province.

(iii) That missions and other private agencies should be encouraged to start craft classes to give instruction, *e.g.*, in gardening, agriculture, carpentry, smithing, masonry, brick-making, etc.

(iv) That in Vernacular schools, where the technical subjects are the same as those laid down for Anglo-Vernacular schools, the rate of grant should be the same.

(v) That hand and eye training should be extended in Vernacular schools.

56. A report upon the Conference and copies of its recommendations were circulated to selected Commissioners, Deputy Commissioners and other officers of Government whose opinions and advice were also sought. Except in one point—the desirability of extending hand and eye training or manual instruction—the opinions thus obtained exhibited a perhaps not surprising lack of unanimity as to both principles and particulars. Eventually a final report was submitted to Government.

CHAPTER VIII.

FEMALE EDUCATION.

Statistics of Girls under instruction. Statements I, III & V.

57. There has been a decrease of 409 in the total of girls under instruction; of the deficit 157 belongs to 'private institutions.' Curiously enough the number of girls in boys' schools has risen, and the bulk of the loss belongs to girls' schools. The number of Buddhist pupils in Secondary Vernacular schools has increased, but the attendance in corresponding Anglo-Vernacular schools shows a decrease, as also do Buddhists in Primary schools for girls. The figures for Mahomedans, Parsis, Indians and Native Christians show slight increases, but not enough to compensate for the decline elsewhere. Similarly, the statistics for female pupils in public institutions show increases in the Collegiate, High, Middle and Upper Primary stages, but these are not sufficient to counterbalance the falling off in the Lower Primary. In the Eastern Circle, however, the Inspector of Schools reports general progress as regards both number of schools and attendance, so far as primary education is concerned, and the Inspector of Schools, Western Circle, is able to show a substantial increase of girls in public schools of all kinds. The main decreases appear to have occurred in the Northern and Central Circles. It is evident that female education of the lowest grade has been affected by the conditions which have affected Primary schools for boys and have been dealt with in Chapter V.

Numbers of Girls attending Arts Colleges and Special Schools. Statements I, III & IIIA.

58 The increases under the other stages are encouraging, especially that in the Upper Primary. In arts colleges the number of girls is now 12, an increase of 5 on the previous year. Girl students in training schools have also increased considerably, though those in other special schools have fallen off. This decrease is mainly due to a decline in the numbers at St. Mary's School, Rangoon, and the Bghai-Karen School, Toungoo. The four Government Vernacular Girls' schools (of which Inspectors do not take sufficient notice in their reports), especially that at Mergui, are doing well. These now are all of middle status.

Higher education of women.

59. Even in Burma there is still considerable prejudice against anything like the higher education of women. U Myat Tun Aung, Deputy Commissioner, Kyaukpyu, writes: "I think women have always more cunning than we men. Learning, which is now so extensively encouraged, makes them more than our match in cunning. If they have become more educated, many have also become more frivolous, spending their time in reading songs, zats and useless trash instead of doing more useful work."

Inspection.

60. Owing to lack of funds it has been impossible to appoint either the Inspectress or Assistant Inspectress during the year under report. Miss Laughlin however as before has acted as Inspectress of Needlework and has visited 20 European and 6 Normal schools. It is desirable that if possible her operations should be extended to include selected Anglo-Vernacular and Burmese girls schools. Needlework is still comparatively neglected in Burmese girls' schools, and few of the teachers are capable of teaching it properly. In Anglo-Vernacular schools more attention is given to this subject and to Domestic Economy and Hygiene. The latter at present are practically beyond the scope of Vernacular teachers, except in so far as a certain amount of information may be conveyed in connection with object lessons or elementary science. With the extension and retranslation of "The Way to Health" and the popularization of such pamphlets in Burmese as Father Perroy's "Catechism of Hygiene" it is hoped that more teachers will turn their attention to these 'optionals.'

Passes in Examinations. Statement VI.

61. Out of 20 girls presented 17 passed the European High School examination: 43 passed the European Middle School examination, 52 the Anglo-Vernacular Seventh Standard examination and 12 the corresponding Vernacular test. The figures for passes in the last two tests are distinctly better than in 1908-09.

CHAPTER IX.

EUROPEAN EDUCATION.

Statistics. Statements III & IIIB.

62. The number of schools has increased by 3; these are St. Peter's, Mandalay (not included in last year's statistics), St. John's School, Toungoo, the old Convent European School, Rangoon. The last was transferred from the Anglo-Vernacular list. The total number of 'Europeans' under instruction in institutions of all classes is 3,680 as against 3,575 in 1908-09; 12 per cent. of the total (or 458 in all) are in non-European schools, a proportion which is pleasingly smaller than in the previous year. The Inspector of European Schools points out that several schools exceeded the permitted percentage of non-European pupils, a procedure which has resulted in an increase of 76 such pupils on the total of last year (357). It must be remembered, however, that such Asiatics as Armenians and Jews have to be classified as non-European, and pupils of these races therefore come within the statutory 15 per cent. of non-Europeans. In last year's report remarks were made on the curious proportion of pupils under instruction to the probable number of children of school-going age. That proportion has altered very slightly: it will be interesting to see whether the forthcoming census will cast any light on the anomaly or produce any important change in the relations of the figures.

S III & VA.

63. The number of Europeans at College has increased by 7 and is now 34. In Secondary schools there is an increase of 161 pupils in schools for boys and a decrease of 79 in schools for girls, the net increase being 82. In European schools proper the High stage includes 60 boys *plus* 67 girls and the Middle 374 boys *plus* 389 girls, all of which figures indicate increases on 1908-09: in the primary stages of the same class of school increases also appear. Hence the decline in girls' schools appears to limit itself to European pupils attending Secondary schools for non-Europeans. Conversely under the general figures for Europeans in Primary schools there is a decrease of 52 pupils in boys' schools more than covered by an increase of 64 in girls' schools.

Particular Schools.

64. The Government School for Europeans, Maymyo, had 107 pupils as against 101 last year and the numbers are still rising. It has been decided to place a European of English birth in charge of the school and Mr. Ainley has been appointed, but ill health has prevented him taking up his duties: in the meantime Mr. Gray acts for him and Mr. Smart has been transferred to the Government High School, Rangoon. Lack of funds has prevented the further reorganization of the staff. The numbers in the Diocesan Boys' School (the report on which was not as favourable as could have been desired) have decreased by 29, those in St. Paul's increased by 112: the Diocesan Girls' School has increased by 7 pupils and the Methodist Girls' School by 15. St Patrick's and St. Joseph's Schools, Moulmein, St. Peter's, Mandalay, St. Philip's School and the various Convent institutions in Rangoon all appear to be growing steadily. St. Matthew's School, Moulmein, has enlarged its buildings; a special building has been added for St. Peter's European School, Mandalay, and St. Patrick's in Moulmein has acquired and is adapting the old Jail buildings. The Railway School, Insein, is singled out by the Inspector for special commendation on account of its high standard of work.

Curriculum. School work.

65. The Inspector writes that the year marks the close of the old curriculum in the Middle and High stages. As regards the new curriculum he adds: "The choice of optional subjects which are allowed is very largely reduced, the compulsory subjects being increased so as to include those of which all pupils should acquire some knowledge. There are now five of these in the case of boys and four for girls. In addition boys must take one and girls two other subjects out of a list of optionals. Among the compulsory subjects for boys is included a Second Language; hitherto this has received scant attention and (as under the curriculum now replaced a pass was not required in it) results were anything but

satisfactory. Unless those boys' schools which take Latin do far better work in this subject it is to be feared that there will be a large number of failures next year." Drill is taught in Middle and High schools and Calisthenics in the corresponding girls' schools. Primary schools however appear to neglect physical exercises. The Cadet Companies at St. Paul's, the Diocesan Boys' School and the Government European School continue to flourish, and the second school won the "Kirkman Finlay Cup," an unusual distinction for a school corps. The gymnastics in the first and last are also creditable. Want of funds has prevented the extension of technical and scientific studies, the desirability of which was emphasized in last year's report. Drawing is still comparatively neglected, only nine schools taking the subject, and no European school has attempted Manual Training work, though one will do so in 1910-11. Singing is practised only in girls' schools.

Examinations.

66. It has been the custom in Burma for European schools to utilize the Middle School Certificate examination held by the Department as a promotion examination, and the Inspector, usually at the desire of managers, has also examined for promotion in certain other standards. While this procedure is not strictly in accord with the intentions of the European Code, it appears to have been agreeable to a large majority of managers, and it also affords the Department a very useful check on school work up to the end of the Middle stage. It is perhaps doubtful whether the practically unlimited freedom conceded to European school managers in certain other provinces is altogether desirable in Burma, where pressure of many kinds is brought to bear on teachers by parents and others and where all teachers are not equally reliable. On the other hand it is obviously undesirable to hamper the initiative or reverse the decisions of genuinely competent and conscientious heads of schools. The difficulty is to achieve a regulation which shall permit freedom to one class of teacher or manager without condoning license in another. The subject has been under the consideration of the Educational Syndicate and is now engaging the attention of the Director and Government. The passes in the Departmental High and Middle School examinations show an increase in the former and a decrease in the latter test: in the Primary stage there is a marked decrease, probably due to more stringent tests.

CHAPTER X.

EDUCATION OF MAHOMEDANS.

Numbers of schools and scholars. Statement III.

67. The total of Mahomedans under instruction in public and private institutions is 12,981, which figure represents a rise of 1,198 pupils on the total of last year and a percentage of three on the number of pupils under instruction in the province. The increase has occurred mainly in the Akyab, Amherst and Shwebo Districts and in Rangoon Town. Regrettable decreases, which the Deputy Inspector of Mahomedan Schools should investigate, have occurred in Moulmein and Yamèthin (in spite in each case of the addition of one school) and not a single Mahomedan school or pupil is returned for Kyauksè District. One school however with 41 pupils has been started in Sagaing and another with 27 pupils in Meiktila. The above total refers to Mahomedans generally whether in attendance at ordinary or Mussulman schools. The figures for the latter shew a marked increase, the number of public institutions having risen from 98 to 116 and that of pupils from 3,470 to 4,553 : private institutions have risen by 21 and contain 423 pupils more than last year's total of 3,831.

Mahomedans in attendance at schools of various classes. Statement III.

68. The number of Mahomedans in attendance at arts colleges in Burma has risen from 8 to 14 and 3,299 are now in Secondary schools, though only 750 of the latter figure in Mahomedan schools, and of these 316 only attend Mahomedan Anglo-Vernacular schools. The latter institutions, however, are progressing, especially the Randeria Madrassa in Rangoon, where the attendance has sprung up from 87 to 159. A project for a large and well-endowed public High school under private Mussulman management, talked of for the past three years and referred

to in last year's report, has not materialized.* An important event of the year was the holding of the All-India Mahomedan Educational Conference in Rangoon, a meeting which undoubtedly stimulated interest (especially in higher education) among Mahomedans in Burma. Unfortunately much of the discussion and a majority of the resolutions proposed had little real relevance to conditions in Burma, nor was it sufficiently realized by many speakers that it is impossible to subordinate the interests of a Buddhist and Mongolian population to those of a quite disproportionate number of Mahomedans, the bulk of whom are immigrants from India.

Female education.

69. Female education is slowly advancing. The total of Mahomedan girls in public schools is now 1,422, over one hundred more than last year, and in private schools 1,059 as against 974 in 1908-09. Two Mahomedan girls attended the Government Normal School, Mandalay, and 44 are learning English. Statement IIIA.

Inspection.

70. The Deputy Inspector for Mahomedan Schools is still on probation. He has not been able (he states) to explore Mergui and Tavoy, where he believes "Mahomedans are in abundance." It is essential that (despite the drawbacks of seafaring) these centres should be properly attended to by the Deputy. The latter complains that having to visit schools all over the Province he has no time to instruct the teachers in Method and that without constant supervision the Mahomedan schools he brings on the register fall away. There were 30 candidates for the Teachers' Test of the Educational Syndicate, but these could obtain little or no instruction or guidance and therefore failed. He regrets greatly the abolition of Itinerant Teachers so far as Mahomedan schools are concerned and fears that the current year may witness a serious falling off, especially in the Akyab District. The Deputy has to visit 116 public Mahomedan institutions and should keep in touch with 215 private ones: it is obvious that he cannot do this single-handed. If no additional assistance is possible, he must concentrate his energies on the registered schools only. It will also be desirable to impress on the district Deputy Inspectors of Schools that in the necessary absence of the Mahomedan Deputy they should visit Mahomedan schools in their districts and render such assistance and encouragement as they can.

Examinations. Statement VI.

71. Only 9 Mahomedans passed Matriculation as against 13 in 1908-09: 1 passed in the I.A. Examination and 1 obtained the degree of B.A. One passed the Anglo-Vernacular High School Final.

CHAPTER XI.

THE EDUCATION OF SPECIAL CLASSES.

Numbers of schools and scholars.

72. Both school and scholars belonging to the 'Special Classes' have multiplied, but the increase is more marked in the case of pupils of private institutions. The numbers in the Government schools for Chins have risen and one new school has been established at Tiddim in lieu of the Kachin school at Waranaung, which proved a failure. The three Shan Government schools are maintaining their numbers. Karen Anglo-Vernacular public schools under private management show a very slight fall in attendance as do the corresponding schools for Shans, Tamils and Telugus. Karen Vernacular schools of the same class have however increased and have a larger attendance as, too, have Talaing, Taungthu and Shan Vernacular public schools under private management. The number of pupils in similar schools for Danus has decreased and there are fewer schools, while the attendance for Kachins, Inthas and Palaungs has also declined slightly in public schools, whereas in the purely private class the Palaung and Intha tribes shew marked increases. Kachins have no private schools. Chinese Vernacular schools of this latter class have more than doubled their pupils. As regards totals of pupils under instruction throughout the Province Karens, Talaings, Chins, Shans, Danus and Inthas show slight decreases while Chinese, Indians, Palaungs and

* Since the above was written the foundation stone of a new Madrassa has been laid at Insein.

Taungthus have increased. The Anglo-Chinese School at Bhamo has been abolished for reasons stated in last year's report.

General remarks.

73. In the Northern Circle the Inspector of Schools states that if the boarding grant for the Kachin Government School at Sinlumkaba were raised to Rs. 2 per head the attendance would be almost doubled. He thinks that the institution of permanent salary grants would render it possible to open more Kachin schools. In the Northern Shan States schools have fallen away, probably due to the fault of the Deputy Inspector: the school at Lashio however is doing good work. At Falam in the Chin Hills a proposal to introduce technical instruction is under consideration. As regards languages the Inspector of Schools revokes his previous views regarding the necessity of Shan and favours the enforcement of Burmese in Kachin and Chin Schools though he would use the original dialects as media of instruction in the Lower Primary stage. In the Eastern Circle, the Inspector notes progress among the Karen schools in Amherst, Thatôn, Toungoo and the Salween Districts and in Karenni: Father Paravano's and the Revd. Mr. Johnson's Schools at Pekkôn and Loikaw respectively have been raised to the Middle grade. Vernacular schools for Tamils and Telugus are attended only by low-caste and indigent pupils and have a hard struggle for existence. The Deputy Inspector of Schools for Tamil Schools however reports a slight improvement. The Inspector of Schools, Southern Circle, notes a considerable decrease among Karens in the Pegu Division; this he attributes mainly to financial causes. The Karens he adds "are extremely suspicious of outsiders but fall ready victims to unscrupulous fanatics of their own race and have for years subscribed excessively to various religious schemes; they have heavily mortgaged their lands for similar purposes, and now have to pay the penalty." As regards Tamil and Telugu schools Mr. Snow considers that the special Deputy should pay more attention to the districts, where he would find not a few permanent Indian villages. In the Western Circle decreases in the number of Karens attending primary departments of aided Anglo-Vernacular schools have taken place on account of either the operation of the new curriculum or attempts to raise tuition fees or trouble with the managers; but the attendance of Karens in Vernacular schools has subtantially increased. Chins appear to have declined in numbers, but the Inspector of Schools points out that many Chins living along the foot of the Arakan Yomas gradually adopt Burmese customs and habits and their children attend Burman schools. In the Southern Shan States the School for the sons of Shan Chiefs is flourishing under Mr. Lee, though the Headmaster prophesies a decrease in the numbers as the elder boys leave: he states that no news has reached him of new boys who are likely to be sent. Shan has been taught throughout the school during the year and the knowledge of English is slowly improving. There has been a certain amount of fever and the erection of a special sick ward in the Civil Hospital for the use of boys from the school has been sanctioned. The school grounds have been enclosed with a hedge and fence. The general work and conduct of the pupils are well reported on.

CHAPTER XII.

PRIVATE INSTITUTIONS.

Statement III.

74. Returns for Private Institutions are no longer confined to the Elementary class. Under the category of private schools not conforming to Departmental standards come at least 11 institutions for boys containing 715 pupils, of whom 395 learn English, and 450 a classical language. The large majority of these pupils are returned as Buddhists, but 152 are Hindus: out of the total of 715, 11 are girls. Among the 11 institutions is not included an Anglo-Vernacular girls' school opened in Commissioners Road and maintained under the patronage of the Hon'ble Lim Chin Tsong, who also maintains an Anglo-Vernacular boys' school in Latter Street, mainly for the benefit of the Chinese. Another important unregistered Anglo-Vernacular school was that kept by Maung Po Zaw

in 36th Street, Rangoon. This (it is understood) is now merged in the so-called "Commercial School" started in East Rangoon by Maung Tun Myat K.-I-H., which was opened during the year by the Chief Judge and is recognized though not formally registered by the Department. There are no doubt other more or less ephemeral Anglo-Vernacular institutions, of which the Department is not officially cognizant, scattered throughout the province. The quality of the teaching, the numbers in attendance, the qualifications of the staff and the very existence of such schools cannot always or easily be ascertained. Moreover, on the one hand the visits of inspecting officers may be resented and repelled or, on the other, they may be flaunted by the manager as indications of approval and recognition by the Education Department, much to the discouragement of decent registered institutions which he is underselling and endeavouring to undermine. Nevertheless, from the point of view of the Department an "ostrich policy" is by no means commendable: it seems preferable that Inspectors should search out these schools and report such details concerning them as they can ascertain either personally or on reliable authority. They should try to bring the better ones on to the Anglo-Vernacular register, and to stamp out the worse or those which compete unfairly and to the detriment of education with recognized or aided efficient institutions The better schools which will not accept Government registration or financial aid under the conditions of the Code may perhaps be granted informal recognition on condition that they supply details as to attendance for the Annual Report and permit visitation by Departmental officers.

75. Private institutions in the elementary stage show an increase of both schools and scholars: there are 166 more of the former and 312 more of the latter than in 1908-09. These elementary institutions are classified as 'Vernacular' and 'Koran teaching.' The first category comprises Burman Buddhist schools (lay and monastic) and a certain number of Indian and Chinese Vernacular institutions. The second includes 215 Mahomedan schools with 4,254 pupils: among these is one girls' school with 61 pupils, kept by Mahomed Yusuf Ismail in 28th street, Rangoon. Under the 'Vernacular' heading come no less than 16,177 institutions and 166,036 pupils, of whom 3,016 only are girls. The number of unregistered *pôngyi kyaungs* is stated to have declined, being 14,856 as against 15,701 in 1908-09. But the figures are not reliable: probably the apparent decline is not unconnected with the reduction of the Itinerant Teachers who were supposed to gather these statistics. Registered *pôngyi kyaungs* number less than one-fifth the reputed total of unregistered *kyaungs*, *viz.*, 2,781 as against 2,868 in the previous year. Statement III.

76. It is clear that there has been a slight reaction during the year in favour of private institutions. For primary schools and scholars the figures are— Statement III.

Year.	Public Primary Institutions.		Private Institutions.	
	Schools.	Pupils.	Schools.	Pupils.
1908-09	5,877	192,293	16,236	170,225
1909-10	5,782	185,165	16,403	171,005

77. This however does not necessarily imply a reaction in favour of the monastic school. Burman parents are beginning to require more than the minimum supplied by the average *kyaung*. The change is part of the phenomena described under Primary Education. It means that owing to a combination of adverse circumstances managers have been unable or unwilling to meet the requirements of the Department. So far as Vernacular schools are concerned it will be necessary in future for the Departmental staff to concentrate its attention on registered schools. Unless managers of unregistered schools voluntarily come forward to seek registration the total of registered schools will not increase: further, a certain number of the latter will always tend to slip across the line despite all the efforts of the Department. In the past, Itinerant Teachers were stimulated by Deputy

Inspectors to register, if only nominally, as many schools as possible in order to make good the annual leakage from the registered class. Increases of this kind will no longer be feasible. Inspecting officers will be required to look rather to securing an increase of attendance in the more stable of the registered vernacular schools (if necessary, when the total attendance grows unwieldy, such schools can 'multiply by division') and secondly to the retention on the register of as many of the less stable as can actually be inspected. And in this last regard it must be recognized that in practice no institution can benefit educationally by relapse into the limbo of non-registration. The criterion of retention therefore will be rather the capacity of the Departmental staff than the inefficiency of the school.

Statement III.

78. The large majority of pupils under instruction in the province are, of course, in *public*, not private institutions—a fact not infrequently forgotten. The figures for 1908-09 and the year under report are—

Year.	Public Institutions.		Private Institutions.	
	Schools.	Pupils.	Schools.	Pupils.
1908-09	6,881	262,986	16,236	170,225
1909-10	6,888	262,968	16,403	171,005

79. This comparison confirms the inference indicated above, *viz.*, that in 1909-10 the tide which during the past few years had been flowing strongly in favour of public institutions has been retarded if it has not actually turned.

80. While the statistics for public institutions are definite and reasonably accurate those for private institutions are mere estimates based largely on previous figures tempered by a judicious admixture of pure conjecture. The reason of the anomaly is obvious: private institutions are far too numerous to be inspected in detail or even visited by the existing departmental staff and their managers cannot be compelled to submit returns. Such figures as have been obtained in the past have represented the result of the enquiries and imaginations of Itinerant Teachers. When these somewhat turbid sources of information have been dried up, it will become necessary to arrange if possible other means by which at least estimates of the total of private institutions and the attendance thereat may be obtained for the tables of the Government of India. Enquiries are being made as to the procedure adopted in other provinces.

81. It was hoped that the easy conditions of the "B" scale would lure to registration *pôngyis* who found the Departmental vernacular curriculum and the ordinary terms of grant impossible or unattractive. Apparently the conditions are not easy enough: all that is required is the teaching of the "three R's," the maintenance of an attendance register and an average attendance of ten pupils. But the ordinary *pôngyi*, who, it must be remembered, has had no educational training and often possesses but the barest rudiments of knowledge, does not want to teach arithmetic or to keep a register and cannot maintain a daily average attendance of ten pupils. Also he resents the idea of toleration on an inferior status. To draw the maximum grant for a minimum of instruction in reading and writing, imparted spasmodically to an indefinitely small number of scholars, is an ideal that commends itself naturally enough to certain temperaments; but it is one which even the most conciliatory educational administration in the world could scarcely be expected to accept without a reservation. The "B" conditions have once more been modified and the regulations regarding registers and attendance have been relaxed. In their latest phase the conditions will have reached an irreducible minimum. The Monastic Order cannot plead at this date ignorance of the Departmental system or refusal on the part of responsible authorities to consult their wishes, respect their prejudices or safeguard their prestige. If the Order deliberately chooses to place itself and its protégés outside the provincial system of education, it may do so, but neither education nor the Order will benefit thereby.

CHAPTER XIII.

MORALS AND MANNERS, EXERCISE AND HOSTELS.

Religious Instruction in Schools.

82. The most striking event during the year in the field of moral instruction undoubtedly has been the concession under which the Government of India has permitted as an experimental measure the imparting of religious instruction in Government, District Cess and Municipal schools. Obviously no particular religion or creed is singled out for favour and no provision for this purpose is to be made from public funds. The instruction is to be given in the school house, but out of school hours and at the expressed desire of parents and guardians. No public religious ceremony or act of worship or ritual is to accompany the instruction or to be allowed within the school precincts. Instructors are to be selected by the parents and guardians, subject to a veto by the Inspector of Schools in the case of undesirable persons, and they will be amenable to the general control of the Headmaster. The publication of the concession was welcomed by various sects, notably by the Buddhists, but up to date the results have scarcely been commensurate with the enthusiasm excited at the outset. As the regulations sanctioned by the Local Government could not be notified till April 1910 it has not been possible to exhibit in this report details of the various schemes under contemplation or preparation in accordance with those regulations. The attention of Inspectors has been specially directed towards the whole subject. It is hoped that as the several communities and denominations existing in the Province realize the greatness of the opportunity now afforded they will take steps to organize, not merely the demand for, but also the supply of religious instruction to the children of their respective faiths in attendance at the schools concerned.

Enforcement of a higher ethical standard of administration among subordinate officers.

83. Efforts have been made to enforce a higher ethical standard of administration among the subordinate officers of the Department: in particular two important enquiries have been instituted into the conduct of certain officers charged with corrupt practices and other offences. The holding of such enquiries imposes a considerable burden on the superior officers of the Department and mistakes in procedure or legal niceties of interpretation may enable offenders to escape, but the Department owes it to itself and the country not to make light of or pass over repeated or deliberate misconduct on the part of its officials. Even when abortive, such enquiries may have their uses and should conduce at least to greater circumspection and closer supervision. On the other hand it is incumbent upon officers responsible for the enquiries to see that rules of procedure are complied with and that offenders are not enabled to evade justice by reason of technical flaws in the conduct of the investigation.

84. It also appears desirable to impress upon the public at large that the Education Department is not to be regarded as the natural refuge of the destitute, the failures in other professions and the obviously vicious. When personages of official position and influence recommend as "peculiarly suitable as a schoolmaster or for a post in the Education Department," men or youths whose antecedents are admittedly and notoriously bad, a warning of this kind becomes by no means unnecessary. Similarly, it is of little use for the Education Department to attempt to enforce stringent penalties against the cribbing in examinations which is rampant in the province, if officers and other persons of influence interested in the culprits seek to minimize both the offence and the penalty, and if offenders are encouraged to look to local authority to save them from the punishments they deserve. It is probable that this year cases of cribbing were not more numerous than usual, but there were certainly more detected and reported—which, in spite of the undoubted laxity of many teachers, is in itself a sign of improvement. The attention of Headmasters is being called again to regulations regarding seating and supervision in examinations and it is proposed to issue for the Departmental examinations of Anglo-Vernacular Standards IV and VII special answer books which should render the conveyance and insertion of extraneous information a more difficult task than in the past.

Drill and other physical exercises.

85. The question of the extension of drill and physical exercises has been under examination. The efforts of Inspectors to popularize this branch of instruction have met with some success: there are now 102 Anglo-Vernacular and 189 Vernacular schools which profess to teach it against 93 and 130, respectively, in 1908-09. Gymnastics proper are taken by 22 Anglo-Vernacular and 7 European Schools; 'Calisthenics' by 74 Anglo-Vernacular, 13 European and 30 Vernacular schools. But nevertheless these results appear to compare unfavourably with those of other provinces. The Educational Syndicate, which has been consulted on the subject, recommends that—

(i) a minimum course of physical exercises (without grant) should be compulsory in Standards I, II, and III of all schools—monastic ones alone excepted:

(ii) a higher course of physical exercises should be optional for the higher standards, a grant being given thereon:

(iii) a separate grant should be given for 'Gymnastics'—this term to include only "exercises with fixed apparatus."

86. It is doubtful how far these recommendations can be applied in practice to Vernacular schools and Inspectors (who are in closer touch with schools of the latter class than members of the Syndicate) have been asked to report further on the whole question.

Hostels. Statement VIII.

87. In regard to hostels an increase is registered in the number of institutions and likewise in that of boarders, the figure being 184 hostels with 8,066 inmates against 172 and 7,469 in 1908-09. Many Government schools, however, sorely need either the provision or the extension of boarding accommodation if they are adequately to serve the requirements of the districts in which they are situated.

CHAPTER XIV.

CONFERENCES, TEXT-BOOKS AND LIBRARIES.

Conferences held by Inspectors of Schools.

88. Teachers' conferences were held by Inspectors of Schools at Toungoo in the Eastern Circle, Minbu and Thazi in the Central Circle, Prome in the Southern Circle and a variety of centres in the Northern Circle and Western Circle. The large majority of the Inspectors still consider that these conferences are useful: the Inspector of Schools, Northern Circle, points out that they are specially desirable in order to facilitate the explanation of changes in the code or curriculum and to enable unqualified teachers from outlying districts to receive practical demonstrations of new ideas and methods. It is obvious that in each case these conferences should be under competent guidance and that they should be attended by teachers who came to learn, not to take part in an unusual variety of *pwè*. The abolition of Itinerant Teachers would seem to render the continuance of some form of conference absolutely necessary. In regard to the large divisional conferences, however, the Inspector of Schools, Southern Circle, inclines to doubt "whether the benefit to be derived from such functions justifies the expenditure involved. In many ways it is an excellent thing to collect village schoolmasters once a year at some centre where they have an opportunity of visiting other schools and comparing notes with their colleagues. But the expense is considerable, and it is by no means certain that the addresses and model lectures will have any practical effect on their work. Less formal gatherings by Deputies at the smaller towns when they are disbursing results grants would be equally effective and more economical." Other Inspectors will be consulted and if there is no special advantage in the divisional conferences and no serious obstacle to the minor gatherings, the larger and more costly meetings can be discontinued. It is possible however that the one need not preclude the other: in fact if the Prome Conference in the Southern Circle had been supplemented by the "less formal gatherings" suggested by the Inspector of Schools, Southern Circle, himself, its effect might have been more lasting and more practical.

89. Two conferences of Inspectors were held by the Director of Public Instruction in July and November respectively for the discussion and consideration of matters of departmental administration, arrangement of examinations and certain educational questions. A conference on technical education was also held in November. The Inspector of Schools, Southern Circle, considers that conferences of this kind are also open to objection: he thinks that "motions may be proposed for which nobody is really prepared: since responsibility is divided, opinions are expressed less formally and with less care than in an official letter." A full consideration of the question however (he adds) would demand a treatise on the psychology of crowds. Clearly all meetings for consultation and discussion are liable to these defects, but it does not follow that such meetings should be discontinued. Prolonged official correspondence hardly commends itself as a substitute. Conferences held by the Director of Public Instruction.

90. The officiating Editor, Vernacular Text-books (Mr. Lonsdale, the permanent holder of the post, has been on leave throughout the year) reports the translation of Sir W. Lee Warner's "Citizen of India" as at last complete: it was begun eleven years ago and progress with the Burmese version was hampered by revisions of the English text. Books for the Normal schools in Psychology, Algebra, and the History of Education, were also translated as was the revised Burma Education Code. The office continues to produce the Burmese Educational Magazine, which is popular among school teachers, the number of subscribers being 866. Text-book Committee.

91. The Bernard Free Library was visited by nearly 20,000 persons in the year: nearly 1,000 (of whom Burmans constituted the majority) took out books: among the visitors were 811 *pôngyis*, attracted by the Manuscript Department: 316 new books were obtained. The Rangoon Literary Society keeps no record of visitors: it received 324 new books and has 160 members. The Library of the Young Men's Christian Association, which has a membership of 435 persons, added 200 new books to its stock. The Teachers' Institute had 5,562 visitors and added 19 new books to its Library in the year. Evening classes in typewriting and painting were held: no lectures were given. Libraries

CHAPTER XV.

FINANCE.

92. The total expenditure from all sources throughout the province upon education stands at Rs. 42,71,018 as against Rs. 39,31,783 in 1908-09. Of this total however over $13\frac{3}{4}$ lakhs is provided from fees, and nearly $7\frac{1}{2}$ lakhs represents Municipal and District Cess expenditure, while not quite $4\frac{1}{2}$ lakhs is supplied by private subsidy. Hence the contribution from Provincial Funds amounts to no more than Rs. 17,03,254, of which Rs. 30,785 represents expenditure incurred on Government school buildings by the Public Works Department and therefore debitable to their budget, and Rs. 16,554 spent on medical students is debitable to the Medical Department's Budget. Compared with last year's figures the item of Provincial expenditure shows a marked decrease of nearly half a lakh. It should however be remarked that the total, Rs. 17,03,254, does not include expenditure upon survey schools and special contributions to Municipalities. These last, which come to Rs. 48,044, are properly debitable to the Education Budget, whereas expenditure on medical and survey schools and on buildings is to be debited to the budgets of other departments. Fees recovered in Government institutions, exclusive of fees credited to Municipalities by Municipal schools at Prome and Mergui before being taken over by Government, amount to Rs. 1,56,560: it is the fashion to show the receipts from fees as expenditure upon education, but as they are credited to general provincial revenues and are not in any way earmarked for educational purposes there is nothing definite to prove that they are utilized on education. General remarks. Statement IV.

Average expenditure and cost per head. Direct and Indirect expenditure. Statements II & IV.

93. The average cost of education per pupil has fallen in the case of Arts Colleges from Rs. 595·63 to Rs. 388·64, a welcome diminution, due to the increase in the number of students. There are slight decreases in cost under secondary and special schools; the figures for training schools show a marked rise, those for Primary institutions a slight one. The average expenditure per head of population has varied but slightly, private expenditure showing a rise of 6 pies per head. Indirect expenditure has been reduced by over Rs. 15,000, the main element of reduction being the diminished grants on building and equipment. Direct expenditure has increased by Rs. 3,54,294: this enhancement however represents mainly increases in fees collected. The expenditute on Secondary education has risen by Rs. 1,51,687 and that on primary by Rs. 1,81,923. Primary schools for boys and Primary Departments of secondary boys' schools received Rs. 4,59,721 from Provincial Funds or over Rs. 43,000 less than in the previous year, a deficiency not compensated for by a rise of upwards of Rs. 33,000 under Municipal and Local Fund expenditure on the same classes of institution.

Total expenditure on Primary schools and Primary Departments of Secondary schools for boys. Statement IV.

94. The total expenditure on Primary schools and Primary Departments of Secondary schools for boys was Rs. 16,24,222 against Rs. 13,57,005 in 1908-09. The funds were distributed as follows:—

(*a*) Towards the Primary Departments of Secondary Schools for boys, Provincial Funds contributed Rs. 2,48,513 against Rs. 2,44,828 last year; Local Funds Rs. 60,490 against Rs. 45,448; Municipal Funds Rs. 1,20,699 against Rs. 1,14,855; Fees Rs. 3,66,096 against Rs. 2,75,715; and Other Sources Rs. 65,486 against Rs. 60,739.

(*b*) Towards the purely Primary Schools for boys, Provincial Funds contributed Rs. 2,11,208 against Rs. 2,58,236; Local Funds Rs. 2,70,815 against Rs. 2,62,398; Municipal Funds Rs. 54,355 against Rs. 49,867; Fees Rs. 1,90,468 against Rs. 36,289; Other Sources Rs. 36,092 against Rs. 8,630.

95. The average cost of educating each pupil of the Primary Department of Secondary schools for boys was Rs. 15·69 against Rs. 15·22 last year and that for the purely Primary schools for boys was Rs. 4·62 against Rs. 3·59.

Provincial Funds. Statement IV.

96. The contribution from Provincial Funds as it appears in column 34 of Table IV shows a reduction of Rs. 42,093 due mainly to the abolition of Itinerant Teachers and to lesser expenditure on buildings. The bulk of Provincial contributions to Education is spent on Secondary schools. Reductions on Primary education and building and equipment grants have been already referred to: they are accompanied by slight reductions under scholarships and colleges.

Local and Municipal Funds. Statement IV.

97. Local Funds expenditure shows an increase mainly due to the opening of new schools and to provision for buildings. The increase is more marked in Secondary than in Primary schools. Municipalities also have increased their expenditure: here too Secondary schools account for the bulk of the increase. It is somewhat of an anomaly, though not perhaps a surprising one, that while Government is reducing its expenditure from Provincial Funds upon Education, authorities responsible for District Funds and Municipalities have been forced by circumstances to increase theirs.

Fees. Statement IV.

98. Under 'Fees' a marked increase is apparent, the reason being that for the first time an attempt has been made to ascertain the totals of fees collected in *aided* Vernacular schools. This has swelled the return of fees for Primary schools from Rs. 38,588 to Rs. 2,19,219. There has also been a large increase (upwards of Rs. 1,20,000) under Fees in Secondary schools. The total of fees received in Government institutions proper is Rs. 1,56,560: that for District Cess schools Rs. 1,274 and for Municipal schools Rs. 77,067 inclusive of Rs. 15,578, the amount of fees (shown in column 5 of General Table IV) credited to Municipalities by Municipal schools at Prome and Mergui before being taken over by Government. Miscellaneous fees show a distinct increase largely due to enhanced receipts under boarding fees.

99. The item 'Other Sources' (*i.e.*, subscriptions and endowments derived from private persons and missionary and other bodies) shows a decrease on the figures for 1908-09. Less has been expended from this source on buildings and furniture and miscellaneous objects than in the previous year, but there is a gratifying increase on the expenditure on Primary education: that on Secondary education remains almost stationary. The total contributed from this source throughout the province is disproportionately small in comparison with other sources of educational expenditure. It amounts to a fraction over one-tenth of the total expenditure upon education. Other sources. Statement IV.

100. During the year a revised system of grant has been sanctioned for Vernacular schools. It is hoped, if circumstances permit, to introduce the new system from April 1911, which means that grants will first be payable under it by April 1912. The chief feature of the new scheme is the award of a capitation grant for "A" schools (termed a 'maintenance grant') based upon numbers in average daily attendance, condition of school buildings and equipment, conduct and results of class work, efficiency of management and number and quality of staff. Two scales are laid down, of which the special is for schools or departments of marked efficiency. The rates are:— Grants-in-aid.

	Ordinary.	Special.
	Rs.	Rs.
Per pupil in Lower Primary stage	2	3
Per pupil in Upper Primary stage	3	5
Per pupil in Middle stage	10	12
Per pupil in High stage	15	20

This maintenance grant will take the place of the present results and fixed grants. Permanent salary grants of Rs. 30, Rs. 15—20, and Rs. 10—15 according to qualification have been provided for certificated teacher-managers and teachers. The terms for "B" schools have also been revised. Monastic schools will not be required to keep registers, but if registers are not kept less grant will be obtainable. No minimum average daily attendance will be insisted upon. No steps have been taken to revise the system of grants for Anglo-Vernacular and European schools, but enquiries have been instituted in order to ascertain in what directions simplification could be introduced with advantage. The reduction from one-half to three-eighths ordered by Government in the rate of salary grants and the curtailment from 25 to 10 in the percentage allowed to managers in their bills on account of supervision and sundries have caused considerable dissatisfaction. Owing to the peculiar conditions however under which this most complicated system of grant operates, Government does not necessarily gain by such reductions, since they may only enhance that difference between managers' income and expenditure which Government may be called upon within certain limits to make good.

101. The following note provides the usual reconciliation between the Department's figures for educational expenditure and those of the Accountant-General:— Comparison of the Director's figures with those of the Accountant-General, Burma.

The total Provincial expenditure for the year under report amounted to Rs. 19,46,945, of which Rs. 16,554 represented the actual amount spent on medical students and Rs. 30,785 the outlay on Government Educational buildings. The expenditure under the head 22—Education was Rs. 18,60,334. This amount, which agrees with the Accountant-General's statement, is arrived at by deducting from the gross expenditure of Rs. 18,99,606 the sum of Rs. 39,272 spent on Survey schools. The net expenditure exclusive of Provincial receipts amounted to Rs. 17,03,774.

102. Column 34 of general table IV gives the net Provincial expenditure as Rs. 17,03,254. The difference between this figure and the net expenditure given above, namely, Rs. 17,03,774 is explained by the addition to the former of a sum of Rs. 48,044 (Subsidy to Municipalities) and the deduction of a sum of Rs. 47,339 (Rs. 30,785, Public Works Department expenditure on Government buildings *plus* Rs. 16,554 medical scholarships and travelling allowance). The

net expenditure on the whole shows a slight difference of Rs. 185 which calls for no special remark.

A detailed statement is given below :—

	Rs.
Total Provincial expenditure as per Accountant-General's annual account ...	18,99,606
Less expenditure on Survey Schools	39,272
	18,60,334
Less Provincial receipts	1,56,560
Net Provincial Expenditure ...	17,03,774
Total Provincial Expenditure as per General Table IV	17,03,254
Total Provincial Expenditure inclusive of Provincial Contribution to Municipalities.	17,51,298
Deduct expenditure incurred—	
(*a*) by the Public Works Department, Rs. 30,785	47,339
(*b*) on medical students, Rs. 16,554	
Net Provincial Expenditure ...	17,03,959

CHAPTER XVI.

GENERAL SUMMARY.

Numbers of Institutions and Pupils. Statements I and V.

103. The total number of pupils under instruction is 433,973 as against 433,211 in 1908-09. Public institutions show a net gain of 7 only: private ones have increased by 167. Attendance at the former has fallen by 18 pupils and risen by 780 at the latter. While attendance at Secondary institutions has developed considerably there has been a marked decline in the numbers under instruction in the Lower Primary stage.

Departmental Staff.

104. The Indian Educational Service numbers 13 members against 12 in 1908-09. The Inspectorate remains unaltered as regards numbers. The Provincial Educational Service has 17 as against 16 members in 1908-09, owing to the transfer of one Inspectorship from the Indian to the Provincial Service. The Subordinate Educational Service has been reduced by the abolition of 134 Itinerant Teachers. The clerical staff numbers 54.

Collegiate Education. Statements I and III.

105. The number of the Colleges remains the same, but the attendance has risen by (in round figures) 90 students, and is now placed at 244 exclusive of Law and Normal students, a higher total than any previously attained. This figure represents the number of students at the two Colleges on the 31st March 1909. The numbers that have actually attended during the year would be considerably larger.

Secondary Education. Statements I and III.

106. Secondary institutions show a gratifying advance especially as regards attendance, in which respect there has been an increment of nearly 7,000 pupils. By far the larger proportion of the added pupils are males, but the figure for girls has also increased slightly. In public institutions the enhancement in respect of both males and females is most marked in the middle stage. The number of those learning English in public schools has risen from 27,095 to 27,844 and the corresponding figure for private institutions stands at 395 in lieu of 65. The sudden rise of 330 in the latter item points to some leakage from public institutions, the exact amount of which cannot be ascertained since it must not be assumed that all pupils learning English in private schools have migrated thither from public ones. On the other hand it may be maintained that all pupils ought to learn their English in public rather than purely private schools where the teaching, pronunciation and general conditions are usually of the worst. From this standpoint the multiplication of unregistered English schools under private management may be dreaded, not merely as a factor in educational inefficiency, but as a source of positive danger ethically and politically. Those who hold these views will naturally be led to the conclusion that it is desirable, not only to minimize future losses, but also to attract as many as possible from the private to the public pale:

at the same time they should reflect upon the price they are prepared to pay for the attainment of such results.

Primary Education. Statements I, III and V.

107. Primary public institutions have lost a little over 7,000 pupils. The falling off is confined to the Lower Primary stage, the Upper Primary showing an actual increase; the main loss has been in boys.

Training Schools. Statements I and III.

108. The number of training schools remains unchanged, but the attendance thereat has risen from 340 to 404. The increase affects schools for females as well as those for males.

Schools for Special Instruction. Statements I and III.

109. The return for 'special schools' shows enhanced figures both for institutions and attendance. This is due to the increase under training schools mentioned above as well as to a gain under Pali schools. It is the fashion in this province to reckon both Pali schools and certain so-called Kindergarten schools (which are merely departments of ordinary primary or secondary institutions) as "schools for special instruction." It would be preferable in future to include the figures for Pali schools under those for Secondary or Primary institutions (according to the stage reached) and to merge the Kindergarten returns in those of the Lower Primary stage.

110. Under schools for special instruction are grouped also Technical and Industrial institutions. The figures for these show slight decreases. The reorganization of the courses at the Government Engineering School will, it is hoped, improve the attendance there. No figures for commercial schools have been received, but two are known to be in existence.

Female Education. Statements I, III and IIIA.

111. Female education has expanded slightly in secondary schools and fallen off somewhat in primary ones. The number of girls in training schools and arts colleges has increased. The number of girls attending private institutions has declined, but there is now a special 'Koran' school for girls with 61 pupils.

European Education. Statements III and IIIB.

112. The total of Europeans under instruction in public and private institutions is 3,680 as against 3,575 in 1908-09. Only 3 Europeans are returned as attending private institutions. The number in European schools is 3,222: that in Anglo-Vernacular schools is 262.

Mahomedan Education. Statement III.

113. The total of Mahomedans under instruction has risen to 8,660 in public and 4,321 in private schools, an increase of 1,198 pupils. Increments have been most marked in the Arakan, Pegu and Tenasserim Divisions.

Education of Special Classes.

114. The total under instruction in schools for special classes has increased both in public and private institutions. But there have been slight decreases in respect of Karens, Talaings, Chins, and Danus and also, so far as can be traced, a small decline in the total of special classes (whether in special or ordinary schools) under instruction in the province.

Private Institutions. Statement III.

115. The figures for private institutions have increased in respect of both schools and scholars, but the total of the latter remains below that of 1906-07, though the present number of the former exceeds that for the year referred to by no less than 1,238 institutions. On an arithmetical average each school would be attended by about 10 boys, but of the total 14,856 are unregistered *pôngyi* schools, many of which would not yield more than three or four pupils apiece.

General remarks. Statements I and III.

116. The percentage of institutions to towns and villages throughout the province has not altered more than a fraction in the year. It is still highest in the Meiktila and Sagaing Divisions. Of schools under public management there are five more under Government and seven more under District Cess authority or Municipal Funds than in 1908-09. Aided institutions, under private management have decreased by five. In the schedule of races and creeds, Europeans and Eurasians, native Christians, Mahomedans and Hindus show increases, but Buddhists a slight decrease.

Code for European Schools.

117. During the year the Code for European Schools was under revision.

J. G. COVERNTON,
Director of Public Instruction, Burma.

RANGOON, *26th September* 1910.

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GENERAL TABLE NO. I.—*Abstract Return of Colleges, Schools and Scholars in Burma for the official year* 1909-10.—(Chap. VI, paragraph 35; Chap. VIII, paragraphs 57 and 58; Chap. XVI, paragraphs 103, 105 to 109; 111 and 116.)

(For details see General Table No. III.)

Total area in square miles.	Area and Population.		Institutions and Scholars.	Public Institutions.							Private Institutions.		Grand Total.	Percentage of	Remarks.
	Number of Towns and Villages.	Population.		Collegiate Education.		School Education—General.		School Education—Special.		Total of Public Institutions.	Advanced.	Elementary.			
				Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
236,738	Towns 52	Males 5,342,033	Institutions for Males...	2	...	754	5,163	8	255	6,182	...	16,316	22,498	Institutions to number of towns and villages, 38·53.	
	Villages 60,395		Institutions for Females	...	...	77	619	4	6	706	...	87	793		
		Females 5,148,591	Total ...	2	...	831	5,782	12	261	6,888	...	16,403	23,291		
			Scholars Males...	232	...	58,771	131,386	291	2,182	192,862	...	166,938	359,800	Male scholars to male population of school-going age, 44·9.	
			Scholars Females	12	...	15,776	53,779	113	426	70,106	...	4,067	74,173	Female scholars to female population of school-going age, 9·6.	
	Total 60,447	Total 10,490,624	Total ...	244	...	74,547	185,165	404	2,608	262,968	...	171,005	433,973		

The population of school-going age is taken at 15 per cent. of the whole population

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on Public*

(For details see

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION					
	COLLEGIATE EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.	
	Arts Colleges.	Professional Colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions for Males	99,491	...	15,18,357	7,62,938	1,31,834	77,102
Females	...	...	2,58,015	1,08,718	19,454	7,721
Total ..	99,491	..	17,76,372	8,71,656	1,51,288	84,823
2. (*a*) Percentage of Provincial expenditure included in columns 2-17 to total Provincial expenditure on Public Instruction.	3·16	...	32·29	14·93	8·09	4·17
(*b*) Percentage of Local Fund expenditure included in columns 2-17 to total Local Fund expenditure on Public Instruction.	...	...	23·04	71·26	...	...
(*c*) Percentage of Municipal Fund expenditure included in columns 2-17 to total Municipal expenditure on Public Instruction.	...	...	75·21	18·77	...	·15
(*d*) Percentage of total expenditure in columns 2-17 to total expenditure on Public Instruction.	2·33	...	41·59	20·41	3·54	1·99
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in—						
Government institutions. Cost to Provincial revenues.	219 0 3	...	30 15 8	38 8 9	502 0 6	230 1 3
Cost to Local and Municipal Funds.	...	...	0 6 3	...	...	...
Total cost ...	305 13 3	...	50 10 10	43 2 3	502 2 2	254 11 11
Local Fund schools Cost to Provincial revenues.	...	...	...	...	...	...
Cost to Local Funds ...	...	...	14 10 7	14 2 10	...	...
Total cost ...	.	...	16 5 3	15 6 10	...	...
Municipal schools Cost to Provincial revenues.	...	...	21 0 5	..	...	...
Cost to Municipal Funds	...	...	4 4 9	...	..	...
Total cost ...	..	...	55 10 4	...	...	...
Institutions in Native States. Cost to Native States' revenues.	...	...	...	...	...	...
Cost to Local and Municipal Funds.	...	...	...	...	...	...
Total cost ...	...	...	...	...	...	...
Aided institutions Cost to Provincial revenues.	158 5 4	...	4 4 2	1 4 4	201 8 3	6 2 10
Cost to Local and Municipal Funds.	...	...	5 1 6	1 14 5	...	0 3 9
Total cost ...	894 11 1	...	19 11 7	4 9 5	264 11 5	9 9 2
Unaided Institutions Total cost ...	..	...	...	...	...	..
All institutions .. Cost to Provincial revenues.	210 7 9	...	7 5 9	1 6 0	342 12 10	28 10 1
Cost to Local and Municipal Funds.	...	..	4 10 10	1 14 7	...	0 3 4
Total cost ...	388 10 2	...	23 12 5	4 11 4	376 5 5	34 2 7

Instruction in Burma for the official year 1909-10—(Chap. XV, paragraph 93.)

General Table IV.)

Total.	Total indirect expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
25,89,722 3,93,908	...	71,168	3,27,945	42,707	1,98,778	15,168	6,31,622	12,87,388	42,71,018	
29,83,630	...	71,168	3,27,945	42,707	1,98,778	15,168	6,31,622	12,87,388	42,71,018	
62·64	...	4·18	19·17	2·49	6·09	·32	5·11	37·36	100	
94·3	..	...	...	..	3·85	·86	·99	5·7	100	
94·13	.	...	·4	..	1·32	·28	3·87	5·87	100	
69·86	...	1·67	7·68	1	4·65	·35	14·79	30·14	100	

Rs. A. P.	
52 3 7	
0 5 5	
72 7 3	
...	
14 8 6	
16 1 4	
21 0 5	Percentage of Provincial expenditure included in column 17 to total expenditure on Public Instruction 39·88
4 4 9	Percentage of Local Fund expenditure included in column 17 to total expenditure on Public Instruction 9·53
55 10 4	Percentage of Municipal expenditure included in column 17 to total expenditure on Public Instruction 7·96
...	Percentage of expenditure from fees included in column 17 to total expenditure on Public Instruction 32·24
...	Percentage of expenditure from all other sources included in column 17 to total expenditure on Public Instruction. 10·39
	100·00
...	
2 4 5	
2 11 3	
8 13 11	
...	
4 0 11	
2 10 10	
11 5 6	

GENERAL TABLE NO. III.—*Return of Colleges, Schools and Scholars in Burmà for the official year* paragraph 30; Chap. VI, paragraph 35; Chap. VII, paragraphs 44 and 50; Chap. VIII, paragraphs 57 and 78; Chap. XVI, paragraphs

	Class of Institutions.	PUBLIC							
		UNDER PUBLIC							
		Managed by Government.				*Managed by District or Municipal Boards.*			
		Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
	1	2	3	4	5	6	7	8	9
	Arts Colleges.								
COLLEGIATE EDUCATION.	English	1	208	220	190	...	...	...	...
	Oriental	...	...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.								
	Law	...	...	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...	...
	Total	1	208	220	190	...	...	...	...
	Secondary Schools.								
SCHOOL EDUCATION—GENERAL.	For boys — High schools	10*	2,501	2,604	2,312	2	938	933	862
	For boys — Middle schools — English	15	2,257	2,323	2,042	7	1,076	1,095	957
	For boys — Middle schools — Vernacular	23	2,232	2,232	2,232	6	597	597	597
	For girls — High schools	...	...	...	...	...	...	...	...
	For girls — Middle schools — English	...	...	...	...	...	...	...	...
	For girls — Middle schools — Vernacular	4	326	326	326	...	...	...	...
	Total	52	7,316	7,485	6,912	15	2,611	2,625	2,416
	Primary Schools.								
	For boys	9	506	510	491	6‡	224	224	224
	For girls	...	...	...	...	...	...	...	...
	Total	9	506	510	491	6	224	224	224
	Schools for Special Instruction.								
SCHOOL EDUCATION—SPECIAL.	Training schools for Masters	5	194	189	167	...	...	...	...
	Training schools for Mistresses	...	...	...	...	...	...	...	...
	Schools of Arts	...	...	...	...	...	...	...	...
	Law schools	1	15	18	18	...	...	...	...
	Medical schools	...	...	...	...	...	...	...	...
	Engineering and Surveying schools	2	94	102	92	...	...	...	...
	Technical and Industrial schools	...	...	...	...	...	...	...	...
	Commercial schools	...	...	...	...	...	...	...	...
	Agricultural schools	...	...	...	...	...	...	...	...
	Reformatory schools	1	86	90	83	...	...	...	...
	Other schools	2	44	39	30	...	...	...	...
	Total	11	433	438	390	...	...	...	...
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	73	8,463	8,653	7,983	21	2,835	2,849	2,640

* Includes one Government Vernacular
† Includes 9 Vernacular High
‡ Statistics of attendance, etc., of the District Cess Vernacular School at Yinnyein

1909-10.—(Chap. I, paragraph 1; Chap. III, paragraphs 12 to 14; Chap. IV, paragraphs 21 and 25; Chap. V, and 58; Chap. IX, paragraphs 62 and 63; Chap. X, paragraphs 67 and 68; Chap. XII, paragraphs 74 to 76 105 to 109; 111 to 113; 115 and 116.)

INSTITUTIONS

Management.				Under Private Management.							
Maintained by Native States.				*Aided by Government, or by District or Municipal Boards*				*Unaided.*			
Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	1	36	36	33	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	36	36	33	...	...	...	...
...	...	...	...	23†	6,331	6,324	5,500	...	...	...	...
...	...	...	...	57	10,106	10,202	9,291	...	...	...	...
...	...	...	...	611	41,380	41,380	41,380	...	...	...	...
...	...	...	...	9	1,523	1,419	1,287	...	...	..	...
...	...	...	...	16	1,968	1,969	1,780	...	...	...	...
...	...	...	...	48	3,312	3,312	3,312	...	...	...	...
...	...	...	...	764	64,620	64,606	62,550	...	...	...	...
...	...	...	...	5,148	164,413	164,388	164,278	...	...	...	...
...	...	...	...	619	20,022	20,019	19,974	...	...	...	...
...	..	...	...	5,767	184,435	184,407	184,252	...	..	...	...
...	...	...	...	3	122	127	118	...	...	...	...
...	...	...	...	4	88	86	82	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3	200	173	172	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	252	2,169	2,061	1,975	...	...	...	...
...	...	...	...	262	2,579	2,447	2,347	...	...	...	...
...	...	...	...	6,794	251,670	251,496	249,182	...	...	...	...

High school with an attendance of 123.
schools with an attendance of 1,290.
(Thatôn District) are not included as they were not furnished by the Inspector of Schools.

GENERAL TABLE NO. III.—*Return of Colleges, Schools and Scholars*

	Class of Institutions.	Grand total of Public Institutions.	Grand total of scholars on the 31st March.	Number of scholars on 31st March learning		
				English.	A classical language.	A vernacular language.
	1	22	23	24	25	26
	Arts Colleges.					
Collegiate Education.	English	2	244	244	234	...
	Oriental	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law	...	...	...	...	...
	Medicine	...	...	...	...	...
	Engineering	...	...	...	...	...
	Teaching	...	...	...	...	...
	Agriculture	...	...	...	...	...
	Total	2	244	244	234	...
	Secondary Schools.					
School Education—General.	For boys — High schools	35	9,770	8,357	1,566	9,387
	For boys — Middle school — English	79	13,439	13,306	1,640	11,852
	For boys — Middle school — Vernacular	640	44,209	..	20,251	43,994
	For girls — High schools	9	1,523	1,523	275	441
	For girls — Middle schools — English	16	1,968	1,968	81	1,596
	For girls — Middle schools — Vernacular	52	3,638	...	1,025	3,606
	Total	831	74,547	25,154	24,838	70,876
	Primary Schools.					
	For boys	5,163	165,143	1,368	68,157	160,891
	For girls	619	20,022	277	6,986	19,873
	Total	5,782	185,165	1,645	75,143	180,764
	Schools for Special Instruction.					
School Education—Special.	Training schools for Masters	8	316	108	211	232
	Training schools for Mistresses	4	88	46	12	76
	Schools of Arts	...	...	...	...	...
	Law schools	1	15	15	...	...
	Medical schools	...	...	...	...	...
	Engineering and Surveying schools	2	94	68	...	...
	Technical and Industrial schools	3	200	200	...	157
	Commercial schools	..	...	...	...	...
	Agricultural schools	...	...	...	...	...
	Reformatory schools	1	86	...	...	86
	Other schools	254	2,213	364	1,829	323
	Total	273	3,012	801	2,052	874
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	6,888	262,968	27,844	102,267	252,514
Private Institutions	1. Advanced teaching:— (a) Arabic or Persian	...	...	...	...	...
	(b) Sanskrit	...	...	...	...	...
	(c) Any other Oriental classic	...	...	...	...	...
	2. Elementary—teaching a Vernacular only or mainly. — For boys	16,091	164,720	...	89,464	160,684
	2. Elementary—teaching a Vernacular only or mainly. — For girls	86	1,316	...	633	1,285
	3 Elementary—teaching the Koran. — For boys	214	4,193	...	4,193	...
	3 Elementary—teaching the Koran. — For girls	1	61	...	61	...
	4. Other schools not conforming to Departmental Standards. — For boys	11	715	395	450	265
	4. Other schools not conforming to Departmental Standards. — For girls	...	...	...	..	...
	Total	16,403	171,005	395	94,801	162,234
	GRAND TOTAL	23,291	433,973	28,239	197,068	414,748

in Burma for the official year 1909-10—concluded.

CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	*Hindus.*		Mahommedans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
34	36	1	8	14	149	...	2	12	...
...	..	...	.	...	...	...	..	..	...
...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...
34	36	1	8	14	149	...	2	12	...
1,148	1,155	14	291	768	6,301	19	74	502	...
345	3,014	52	1,029	1,027	7,839	5	128	1,086	...
6	2,728	7	143	1,339	39,976	2	8	9,456	...
1,349	14	2	7	23	31	25	72	...	331
470	453	...	6	28	1,001	2	8	...	672
4	543	...	38	114	2,938	...	1	...	1,394
3,322	7,907	75	1,514	3,299	58,086	53	291	11,044	2,397
50	11,651	18	1,344	5,108	146,868	2	102	40,534	...
128	1,121	3	74	208	18,481	..	7	...	6,777
178	12,772	21	1,418	5,316	165,349	2	109	40,534	6,777
11	115	...	1	6	183	...	...	25	...
11	69	...	....	...	8	...	...	...	...
...	...	...	...	..	...	...	...	...	...
3	...	5	1	...	6	...	...	...	...
...	...	..	...	...	...	...	...	...	...
17	6	6	19	5	22	...	19	...	...
39	135	...	...	...	26	...	...	...	...
...	...	...	...	...	...	...	...	.	...
...	...	...	...	...	..	..	...	...	...
...	...	...	19	8	59	...	...	...	...
62	97	1	40	12	1,988	2	11	190	94
143	422	12	80	31	2,292	2	30	215	94
3,677	21,137	109	3,020	8,660	225,876	57	432	51,805	9,268
...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...
3	467	3	219	39	163,989	...	...	2,040	...
...	...	....	..	...	1,316	...	...	...	340
...	...	...	...	4,193	...	...	...	979	...
...	...	...	...	61	...	...	...	...	...
...	...	...	152	28	535	...	...	11	...
...	...	...	...	...	...	...	...	...	...
3	467	3	371	4,321	165,840	...	...	3,030	340
3,680	21,604	112	3,391	12,981	391,716	57	432	54,835	9,608

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March classified according to sex, race or creed.* (Chap. VI, paragraph 35; Chap. VIII, paragraph 58; Chap. X, paragraph 69; Chap. XVI, paragraph 111.)

	NUMBER OF SCHOLARS ON 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.							
			Hindus.					
	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.								
Arts Colleges.								
English ... ... Male	23	35	1	8	14	149	...	2
Female	11	1	...	...	..	...	...	...
Oriental ... ... Male	...	...	...	...	..	...	...	...
Female	...	...	...	...	..	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.								
Law ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Medicine ... ... Male	...	...	...	...	...	...	..	...
Female	...	...	...	...	...	...	...	...
Engineering ... ... Male	...	...	...	...	...	...	...	...
Female	..	...	...	...	...	...	...	...
Teaching ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Agriculture ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Total ...	34	36	1	8	14	149	...	2
SCHOOL EDUCATION—GENERAL.								
Secondary Schools.								
For Boys—								
High ... ... Male	1,146	907	14	284	765	6,061	17	74
Female	2	248	...	7	3	240	2	...
Middle Schools—								
English ... ... Male	237	2,286	50	961	1,021	7,674	5	119
Female	108	728	2	68	6	165	...	9
Vernacular ... Male	5	1,859	6	126	1,068	31,680	2	7
Female	1	869	1	17	271	8,296	...	1
For Girls—								
High ... ... Male	283	3	...	...	11	6	7	21
Female	1,066	11	2	7	12	25	18	51
Middle Schools—								
English ... ... Male	127	48	...	5	10	480	1	1
Female	343	405	...	1	18	521	1	7
Vernacular ... Male	...	10	...	19	48	1,317	...	...
Female	4	533	...	19	66	1,621	...	1
Total ...	3,322	7,907	75	1,514	3,299	58,086	53	291
Primary Schools.								
For Boys ... Male	32	6,882	15	1,157	4,160	112,259	2	102
Female	18	4,769	3	187	948	34,609	...	...
For Girls ... Male	48	301	1	7	116	6,301	...	3
Female	80	820	2	67	92	12,180	...	4
Total ...	178	12,772	21	1,418	5,316	165,349	2	109
SCHOOL EDUCATION—SPECIAL.								
Schools for Special Instruction.								
Training Schools ... Male	1	106	...	1	4	179	...	...
Female	21	78	...	...	2	12	...	...
Carried over ...	22	184	...	1	6	191	...	...

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March classified according to sex, race or creed*—concluded.

	NUMBER OF SCHOLARS ON 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.							
			Hindus.					
	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1	2	3	4	5	6	7	8	9
Brought forward ...	22	184	...	1	6	191	...	...
Schools for Special Instruction—concluded.								
Schools of Art ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Law Schools ... ... Male	3	...	5	1	...	6	...	...
Female	...	...	...	...	...	...	...	...
Medical Schools ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Male	17	6	6	19	5	22	...	19
Female	...	...	...	...	...	...	...	...
Industrial Schools ... Male	...	49	...	...	...	...	...	...
Female	39	86	...	...	...	26	...	...
Reformatory Schools ... Male	...	...	...	19	8	59	...	...
Female	...	...	...	...	...	...	...	...
Other Schools ... Male	31	52	1	24	8	1,816	1	5
Female	31	45	...	16	4	172	1	6
Total ...	143	422	12	80	31	2,292	2	30
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	3,677	21,137	109	3,020	8,660	225,876	57	432
Private Institutions.								
(1) Advanced teaching—								
(*a*) Arabic or Persian ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classic. Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(2) Elementary, teaching a Vernacular only or mainly—								
For Boys ... Male	2	261	2	176	26	162,213	...	...
Female	1	206	1	43	13	1,776	...	...
For Girls ... Male	...	...	...	...	...	340	...	...
Female	...	...	...	...	...	976	...	...
(3) Elementary, teaching the Koran only—								
For Boys ... Male	...	...	...	...	3,214	...	...	...
Female	...	...	...	...	979	...	...	...
For Girls ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	61	...	...	...
Other schools not conforming to Departmental Standards—								
For Boys ... Male	...	...	...	147	22	535	...	...
Female	...	...	...	5	6	...	...	...
For Girls ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Total Private Institutions ...	3	467	3	371	4,321	165,840	...	...
GRAND TOTAL ...	3,680	21,604	112	3,391	12,981	391,716	57	432

GENERAL TABLE NO. IIIB.—*Return of European Colleges, Schools and Scholars in Burma for the*

Class of Institution.	PUBLIC							
	UNDER PUBLIC							
	Managed by Government.				*Managed by District or Municipal Boards.*			
	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
COLLEGIATE EDUCATION. English — For Boys	...	...	...	...	...	...	...	...
English — For Girls	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. For boys — High schools — English	1	107	106	93	...	...	...	...
For boys — Middle schools — English	...	...	...	...	...	...	...	...
For girls — High schools — English	...	...	...	...	...	...	...	...
For girls — Middle schools — English	...	...	...	...	...	...	...	...
Total	1	107	106	93	...	...	...	...
Primary Schools.								
For boys	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Schools for Special Instructions.								
SCHOOL EDUCATION, SPECIAL. Industrial schools (Girls)	...	...	...	...	...	...	...	...
Other schools (Girls)	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Total of Public Institutions	1	107	106	93	...	...	...	...
Private Institutions	...	...	...	...	...	...	...	...
Total of Private Institutions	...	...	...	...	...	...	...	...
GRAND TOTAL	1	107	106	93	...	...	...	...

official year 1909-10. (Chap. IV, paragraph 21 ; Chap. IX, paragraph 62 ; Chap. XVI, paragraph 112.)

INSTITUTIONS.

MANAGEMENT.				UNDER PRIVATE MANAGEMENT,							
Managed by Native States.				*Aided by Government or by District or Municipal Boards.*				*Unaided.*			
Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4	1,044	978	874	...	...	...	...
...	...	...	...	2	208	178	160	...	...	...	...
...	...	...	...	9	1,523	1,419	1,287	...	...	...	...
...	...	...	...	7	497	572	499	...	...	...	...
...	...	...	...	22	3,272	3,147	2,820	...	...	...	...
...	...	...	...	1	34	30	35	...	...	...	...
...	...	...	...	3	118	132	116	...	...	...	...
...	...	...	...	4	152	162	151	...	...	...	...
...	...	...	...	1	43	30	30	...	...	...	...
...	...	...	...	1	61	59	48	...	...	...	...
...	...	...	...	2	104	89	78	...	...	...	...
...	...	...	...	28	3,528	3,398	3,049	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	28	3,528	3,398	3,049	...	...	...	...

GENERAL TABLE NO. IIIB.—*Return of European Colleges, Schools and*

Class of Institution.					Grand total of Institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning		
							English.	A classical language.	A vernacular language.
1					22	23	24	25	26
		Arts Colleges.							
Collegiate Education.	English	For Boys	..	...	..	..	...	...	...
		For Girls	...	...	...	...	...	...	...
		Total		...	...	...	...	...	...
		Secondary Schools.							
School Education, General.	For boys ...	High schools ...	English	...	5	1,151	1,151	160	858
		Middle schools ...	English	...	2	208	208	...	116
	For girls ...	High schools ...	English	...	9	1,523	1,523	15	701
		Middle schools ...	English	...	7	497	497	48	158
		Total		...	23	3,379	3,379	223	1,833
		Primary Schools.							
	For boys	..	...	...	1	34	34	1	34
	For girls	...	...	...	3	118	118	...	41
		Total		...	4	152	152	1	75
		Schools for Special Instruction.							
School Education, special.	Industrial schools (Girls)	...	...	...	1	43	43	...	...
	Other schools (Girls)	...	...	...	1	61	61	...	...
		Total		...	2	104	104	...	...
		Total of Public Institutions		...	29	3,635	3,635	224	1,908
Private Institutions		...	...	..	...	...	...	...	...
		Total of Private Institutions		...	...	...	...	...	...
		GRAND TOTAL		...	29	3,635	3,635	224	1,908

Scholars in Burma for the official year 1909-10.

Classification of Scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	*Hindus.*		Mahommedans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...
1,003	15	...	4	40	29	12	48	...	...
190	...	...	...	5	13	...	...	88	...
1,349	14	2	7	23	31	25	72	...	331
448	13	...	...	7	19	2	8	...	130
2,990	42	2	11	75	92	39	128	88	461
34	...	...	...	...	...	...	...	16	...
106	2	...	...	...	8	...	2	...	53
140	2	...	...	...	8	...	2	16	53
39	4	...	...	...	...	...	...	...	...
53	2	...	...	...	...	2	4	...	30
92	6	...	...	...	...	2	4	...	30
3,222	50	2	11	75	100	41	134	104	544
...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...
3,222	50	2	11	75	100	41	134	104	544

GENERAL TABLE NO. IV.—*Return of the Expenditure on Public Instruction in Burma*

Objects of Expenditure.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. — *Arts Colleges.*							
English	48,184	...	...	19,098	...	...	67,282
Oriental	..	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	..
Total	48,184	...	...	19,098	...	...	67,282
SCHOOL EDUCATION—GENERAL. — *Secondary Schools.*							
For boys — High Schools	1,13,129	...	2,312	83,119	...	...	1,98,560
For boys — Middle Schools English	73,069	...	603	56,227	...	...	1,29,899
For boys — Middle Schools Vernacular	39,740	...	...	4,565	...	...	44,305
For girls — High Schools	...	...	...	...	...	...	...
For girls — Middle Schools English	...	...	...	...	...	...	...
For girls — Middle Schools Vernacular	5,944	...	...	626	...	...	6,570
Total	2,31,882	...	2,915	1,44,537	...	...	3,79,334
Primary Schools.							
For boys	19,660	...	...	2,341	...	...	22,001
For girls	...	...	...	...	...	...	...
Total	19,660	...	...	2,341	...	...	22,001
SCHOOL EDUCATION—SPECIAL. — *Schools for Special Instruction.*							
Training Schools for Masters	94,884	...	...	20	...	...	94,904
Training Schools for Mistresses	..	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	3,454	...	...	2,546	...	...	6,000
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	36,576	...	...	3,445	...	...	40,021
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	17,260	...	...	...	...	...	17,260
Other Schools	...	...	...	151	...	...	151
Total	1,52,174	...	...	6,162	...	...	1,58,336
Buildings	(*h*) 30,785	...	...	...	...	...	30,785
Furniture and apparatus (special grants only)	...	...	..	...	...	...	...
Total	30,785	...	...	...	...	...	30,785
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	..	..	...	...
Medical Colleges	...	...	...	...	..	...	...
Other Professional Colleges	...	...	...	..	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	.	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	4,82,685	...	2,915	1,72,138	...	...	(*k*) 6,57,738

(*h*) Exclusive of expenditure

(*k*) Includes a sum of Rs. 18,493, being the amount of gross expenditure incurred by the Municipalities concerned on gives the net Municipal expenditure (Rs. 2,915) which is arrived at by deducting from the gross Municipal expenditure of by Municipal Schools at Prome and Mergui before being taken over by Government.

for the official year 1909-10—(Chap. XV, paragraphs 92, 93 and 94 and 96 to 99.)

INSTITUTIONS.

MANAGEMENT.

Managed by District or Municipal Boards.							*Managed by Native States.*						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native States' revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. IV.—*Return of the Expenditure on Public*

Objects of Expenditure.	PUBLIC						
	UNDER PRIVATE						
	Aided by Government or by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
COLLEGIATE EDUCATION.							
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	5,700	...	...	2,451	...	24,058	32,209
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total	5,700	...	...	2,451	...	24,058	32,209
SCHOOL EDUCATION—GENERAL. *Secondary Schools.*							
For boys — High Schools	33,682	3,471	74,185	1,39,664	13,609	43,067	3,07,678
For boys — Middle Schools — English	1,01,802	4,410	93,407	2,22,856	28,611	28,266	4,79,352
For boys — Middle Schools — Vernacular	60,073	72,070	43,036	51,078	700	9,018	2,35,969
For girls — High Schools	50,734	...	...	56,288	2,502	15,666	1,25,190
For girls — Middle Schools — English	19,901	...	23,587	46,134	1,877	5,198	96,697
For girls — Middle Schools — Vernacular	9,171	5,074	9,966	4,643	204	500	29,558
Total	2,75,363	85,025	2,44,175	5,20,663	47,503	1,01,715	12,74,444
Primary Schools.							
For boys	1,91,548	2,67,639	54,355	1,87,847	14,925	21,167	7,37,481
For girls	42,993	19,225	9,500	28,751	617	7,632	1,08,718
Total	2,34,541	2,86,864	63,855	2,16,598	15,542	28,799	8,46,199
SCHOOL EDUCATION—SPECIAL. *Schools for Special Instruction.*							
Training Schools for Masters	24,455	...	...	...	1,200	11,275	36,930
Training Schools for Mistresses	18,468	...	...	43	...	943	19,454
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	3,481	...	...	...	...	...	3,481
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	10,321	...	523	4,168	1,660	1,238	17,910
Total	56,725	...	523	4,211	2,860	13,456	77,775
Buildings	72,960	5,959	737	...	...	74,900	1,54,556
Furniture and apparatus (special grants only)	5,509	3,505	936	...	...	5,218	15,168
Total	78,469	9,464	1,673	...	...	80,118	1,69,724
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	6,50,798	3,81,353	3,10,226	7,43,923	65,905	2,48,146	24,00,351

(*a*) Exclusive of expenditure on Survey Schools. (*b*) Rs. 285, represent the cost of American Baptist Mission Bghai-Karen Rs. 4,870 represent the cost of American Baptist Mission Tamil and Telugu School, Rangoon; American Baptist Mission School, Bassein; Mizpah Hall School, Moulmein; Roman Catholic Mission School, Thônzè; Government High School, attached to Girls' schools and of Pâli schools. (*i*) Exclusive of Survey Scholarships. (*j*) Includes expenditure on Hostels or

Instruction in Burma for the official year 1909-10—concluded.

INSTITUTIONS.										
MANAGEMENT.				TOTAL EXPENDITURE FROM						
Unaided.								*All other sources.*		
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Private.	Public.	Total.
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	53,884	...	...	21,549	24,058	...	99,491
...	...	...	...	...	...		...	..	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...		...	...	...	...	...	...	...
...	...	...	...	53,884	...	...	21,549	24,058	...	99,491
...	...	...	...	1,66,623	3,471	77,353	2,52,581	56,676	...	5,36,704
...	...	...	...	1,97,702	4,410	1,01,868	3,10,774	56,877	...	6,71,631
...	...	...	...	99,813	80,824	43,030	56,637	9,718	...	2,90,022
...	...	...	...	50,734	...	...	56,288	18,168	...	1,25,190
...	...	...	...	19,901	...	23,587	46,134	7,075	...	96,697
...	...	...	...	15,115	5,074	9,966	5,269	704	...	36,128
...	...	...	...	5,49,888	93,779	2,55,804	7,27,683	1,49,218	...	17,76,372
...	...	...	...	2,11,208	2,70,815	54,355	1,90,468	36,092	...	7,62,938
...	...	...	...	42,993	19,225	9,500	28,751	8,249	...	1,08,718
...	...	...	...	2,54,201	2,90,040	63,855	2,19,219	44,341	...	8,71,656
...	...	...	...	1,19,339	...	...	20	12,475	...	1,31,834
...	...	...	...	18,468	...	...	43	943	...	19,454
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3,454	...	...	2,546	...	...	6,000
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(*a*) 36,576	...	...	3,445	...	...	40,021
...	...	...	...	3,481	...	...	...	...	...	(*b*) 3,481
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	17,260	...	...	...	...	...	17,260
...	...	...	...	(*c*) 10,321	...	(*d*) 523	(*e*) 4,319	(*f*) 2,898	...	(*g*) 18,061
...	...	...	...	2,08,899	...	523	10,373	16,316	...	2,36,111
...	...	...	...	1,03,745	15,649	4,484	...	74,900	...	1,98,778
...	...	...	...	5,509	3,505	936	...	5,218	...	15,168
...	...	...	...	1,09,254	19,154	5,420	...	80,118	...	2,13,946
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	71,168	...	...	...	...	...	71,168
...	...	...	...	3,26,582	...	1,363	...	...	...	3,27,945
...	...	...	...	10,719	...	...	...	160	...	10,879
...	...	...	...	12,651	...	...	...	...	...	12,651
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	13,145	...	...	...	...	...	13,145
...	...	...	...	3,988	...	...	...	...	...	3,988
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(*i*) 1,854	..	...	..	190	...	2,044
...	...	...	...	(*j*) 87,021	4,029	13,157	3,98,187	1,29,228	...	6,31,622
...	...	...	...	5,27,128	4,029	14,520	3,98,187	1,29,578	...	10,73,442
...	...	...	...	17,03,254	4,07,002	3,40,122	13,77,011	4,43,629	...	42,71,018

School at Toungoo; the balance is the cost of Girls' Schools. (*c*) Rs. 555, (*d*) Rs. 248, (*e*) Rs. 1,417, (*f*) Rs. 2,650 and (*g*) Karen School, Tharrawaddy; American Baptist Mission Pwo-Karen School, Bassein; American Baptist Mission Burmese Moulmein and Government Normal School, Mandalay. The balance under each head is the cost of Kindergarten Departments Boarding Houses.

GENERAL TABLE NO. IV(*A*).—*Return of Expenditure on European Colleges*

Objects of Expenditure.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
COLLEGIATE EDUCATION. — English — For Boys	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. — English — For Girls	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Secondary Schools.							
SCHOOL EDUCATION—GENERAL. — For boys — High Schools, English	17,601	...	...	4,415	...	...	22,016
SCHOOL EDUCATION—GENERAL. — For boys — Middle Schools, English	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL. — For girls — High Schools, English	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL. — For girls — Middle Schools, English	...	...	...	...	...	...	...
Total	17,601	...	...	4,415	...	...	22,016
Primary Schools.							
SCHOOL EDUCATION—GENERAL. — For boys	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL. — For girls	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Schools for Special Instruction.							
SCHOOL EDUCATION—SPECIAL. — Industrial Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Other Schools	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Buildings	498	...	...	...	...	...	498
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...
Total	498	...	...	...	...	...	498
SCHOLARSHIPS. — Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS. — Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS. — Primary Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on European Colleges and Schools	18,099	...	...	4,415	...	...	22,514

and Schools in Burma for the official year 1909-10.

INSTITUTIONS.

MANAGEMENT.

Managed by District or Municipal Boards.							*Managed by Native States.*						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	District Funds.	Municipal funds	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...	...	...	...
...	...	..	...	...	...	..	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...		...	...	..	...	...	...	...	...	...	...
...	...	...	.	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. IV(*A*).—*Return of Expenditure on European Colleges*

Objects of Expenditure.	PUBLIC						
	UNDER PRIVATE						
	Aided by Government or by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*							
English — For boys	...	..	...	...	...	...	...
English — For girls	...	...	...	..	...	...	...
Total ...	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL. *Secondary Schools.*							
For boys — High Schools, English ...	23,027	..	...	31,397	267	9,402	64,093
For boys — Middle Schools, English...	9,624	...	...	6,310	...	1,600	17,534
For girls — High Schools, English ...	50,734	...	...	55,288	2,502	15,666	1,25,190
For girls — Middle Schools, English...	15,853	...	2,710	13,861	1,436	2,511	36,371
Total ...	99,238	...	2,710	1,07,856	4,205	29,179	2,43,188
Primary Schools.							
For boys	666	...	...	965	...	...	1,631
For girls	4,552	...	...	3,396	200	1,126	9,274
Total ...	5,218	...	...	4,361	200	1,126	10,905
Schools for Special Instruction.							
SCHOOL EDUCATION—SPECIAL. Industrial Schools	1,253	...	...	...	...	...	1,253
Other Schools	...	..	...	2,224	...	...	2,224
Total ...	1,253	...	...	2,224	...	...	3,477
Buildings	41,200	...	...	...	...	41,200	82,400
Furniture and apparatus (special grants only)...	2,237	...	...	...	...	2,237	4,474
Total ...	43,437	...	...	...	...	43,437	86,874
SCHOLARSHIPS. Arts Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	..	...
Primary Schools	...	...	...	...	...	...	..
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	..	...	...	...
Total Expenditure on European Colleges and Schools.	1,49,146	...	2,710	1,14,441	4,405	73,742	3,44,444

and Schools in Burma for the official year 1909-10—concluded.

INSTITUTIONS.										
MANAGEMENT.			TOTAL EXPENDITURE FROM							
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	*All other sources.* Private.	Public.	GRAND TOTAL.
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	..	...	...	...	...	...	...
...	...	...	...	40,628	...	...	35,812	9,669	...	86,109
...	...	...	...	9,624	...	...	6,310	1,600	...	17,534
...	...	...	...	50,734	...	...	56,288	18,168	...	1,25,190
...	...	...	..	15,853	..	2,710	13,861	3,947	...	36,371
...	...	...	...	1,16,839	...	2,710	1,12,271	33,384	..	2,65,204
...	...	..	..	666	...	...	965	...	...	1,631
...	...	..	...	4,552	...	...	3,396	1,326	...	9,274
...	...	...	..	5,218	...	...	4,361	1,326	...	10,905
...	...	...	...	1,253	...	...	...	...	...	1,253
...	...	...	...	...	...	...	2,224	...	...	2,224
...	...		...	1,253	...	...	2,224	...	...	3,477
...	..	...	...	41,698	...	...	...	41,200	...	82,898
...	...	...	...	2,237	...	..	...	2,237	...	4,474
...	...	...	...	43,935	...	...	...	43,437	...	87,372
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	7,317	...	...	...	...	...	7,317
...	...	...	...	16	...	...	...	...	...	16
...	...	...	...	14,136	...	...	1,69,028	4,734	...	1,87,898
...	...	...	...	21,469	...	...	1,69,028	4,734	...	1,95,231
...	...	...	...	1,88,714	...	2,710	2,87,884	82,881	..	5,62,189

GENERAL TABLE NO. V.—*Return of stages of Instruction of Pupils in Public Schools for* Chap. V, paragraph 30 ; Chap. VIII, paragraph 57 ;

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage) but have not passed the Matriculation Examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Primary stage, but have not passed beyond the Lower Secondary Middle stage.		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For boys	Government	English	24	4,635	239	...	239	1,510	7	1,517
		Vernacular	24	2,355	4	...	4	207	19	226
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	6	597	...	...	...	76	1	77
	Municipal	English	9	2,014	61	...	61	779	2	781
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	71	15,147	323	8	331	4,123	221	4,344
		Vernacular	620	42,670	31	...	31	4,861	234	5,095
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		754	67,418	658	8	666	11,556	484	12,040
For girls	Government	English	...	...	...	...	...	...	...	...
		Vernacular	4	326	...	...	...	...	15	15
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	25	3,491	...	67	67	48	596	644
		Vernacular	48	3,312	...	...	...	81	169	250
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		77	7,129	...	67	67	129	780	909
Total Secondary Schools			831	74,547	658	75	733	11,685	1,264	12,949
PRIMARY SCHOOLS.										
For boys	Government		9	506	...	...	...	...	...	...
	District Boards		6	224	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		5,148	164,413	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
	Total		5,163	165,143	...	...	...	...	...	...
For girls	Government		...	...	...	...	...	...	...	...
	District Boards		...	...	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		619	20,022	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
	Total		619	20,022	...	...	...	...	...	...
Total Primary Schools			5,782	185,165	...	...	...	...	...	...
GRAND TOTAL			6,613	259,712	658	75	733	11,685	1,264	12,949

General Education in Burma for the official year 1909-10. (Chap. IV, paragraphs 22 and 23; Chap. XVI, paragraphs 103 and 107.)

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						Total.		
Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			*Not reading printed books.*					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1,926	9	1,935	928	16	944	...	...	..	4,603	32	4,635
387	66	453	1,105	567	1,672	...	...	...	1,703	652	2,355
...	...	...	...	...	...	...	...	...	...	...	...
122	6	128	304	88	392	...	...	...	502	95	597
854	3	857	314	1	315	..	...	...	2,008	6	2,014
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
5,493	489	5,982	3,889	601	4,490	...	...	...	13,828	1,319	15,147
8,578	1,157	9,735	20,260	7,549	27,809	...	...	...	33,730	8,940	42,670
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
17,360	1,730	19,090	26,800	8,822	35,622	...	..	...	56,374	11,044	67,418
...	...	...	...	...	...	...	...		...	...	...
...	50	50	13	248	261	...	...		13	313	326
...	...	...	...		...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
255	740	995	700	1,085	1,785	...	...	...	1,003	2,488	3,491
284	334	618	1,016	1,428	2,444	...	...	...	1,381	1,931	3,312
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
539	1,124	1,663	1,729	2,761	4,490	...	...	...	2,397	4,732	7,129
17,899	2,854	20,753	28,529	11,583	40,112	...	...	...	58,771	15,776	74,547
143	2	145	300	61	361	...	...	...	443	63	506
28	1	29	113	82	195	...	...	...	141	83	224
...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...
16,809	3,574	20,383	107,216	36,814	144,030	...	...	...	124,025	40,388	164,413
...	...	...	...	...	...	...	...	...	...	...	...
16,980	3,577	20,557	107,629	36,957	144,586	...	...	...	124,609	40,534	165,143
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...
822	1,362	2,184	5,955	11,883	17,838	..	...	...	6,777	13,245	20,022
...	...	...	...	...	...	..	...	...	...	...	...
822	1,362	2,184	5,955	11,883	17,838	...	...	...	6,777	13,245	20,022
17,802	4,939	22,741	113,584	48,840	162,424	...	...	...	131,386	53,779	185,165
35,701	7,793	43,494	142,113	60,423	202,536	...	...	...	190,157	69,555	259,712

GENERAL TABLE NO. VA.—*Return of the stages of instruction of pupils in Public European*
Chap. IX,

Class of Institutions.	Number of schools.	Number of pupils on rolls on the 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage) but have not passed the Matriculation Examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle stage).		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.								
For boys — Government	1	107	7	...	7	47	...	47
For boys — Aided	6	1,252	53	...	53	310	11	321
Total ...	7	1,359	60	...	60	357	11	368
For Girls — Government	...	...	...	...	...	...	...	...
For Girls — Aided	16	2,020	...	67	67	17	378	395
Total ...	16	2,020	...	67	67	17	378	395
Total Secondary Schools ...	23	3,379	60	67	127	374	389	763
PRIMARY SCHOOLS.								
For boys — Government	...	...	...	...	...	...	...	...
For boys — Aided	1	34	...	...	...	...	...	...
Total ...	1	34	...	...	...	...	...	...
For Girls — Government	...	...	...	...	...	...	...	...
For Girls — Aided	3	118	...	...	...	...	...	...
Total ...	3	118	...	...	...	...	...	...
Total Primary Schools ..	4	152	...	...	—	...	...	...
GRAND TOTAL ...	27	3,531	60	67	127	374	389	763

Schools for general education in Burma for the official year 1909-10. (Chap. IV, paragraph 23; paragraph 63.)

UPPER PRIMARY STAGE			LOWER PRIMARY STAGE.								
COMPRISING ALL PUPILS WHO HAVE PASSED BEYOND THE LOWER PRIMARY STAGE, BUT HAVE NOT PASSED BEYOND THE UPPER PRIMARY STAGE.			COMPRISING ALL PUPILS WHO HAVE NOT PASSED BEYOND THE LOWER PRIMARY STAGE.						Total.		
			Reading printed books.			*Not reading printed books.*					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
30	...	30	23	...	23	...	...	...	107	...	107
348	18	366	453	59	512	...	..	...	1,164	88	1,252
378	18	396	476	59	535	...	...	...	1,271	88	1,359
...	...	...	..	...	...	...	...	...	...	...	...
54	394	448	390	720	1,110	...	...	...	461	1,559	2,020
54	394	448	390	720	1,110	...	...	...	461	1,559	2,020
432	412	844	866	779	1,645	...	...	...	1,732	1,647	3,379
...	...	...	...	...	...	...	...	...	...	...	...
8	2	10	10	14	24	...	..	...	18	16	34
8	2	10	10	14	24	...	...	...	18	16	34
...	...	...	...	...	...	...	...	...	...	...	...
10	20	30	43	45	88	...	...	...	53	65	118
10	20	30	43	45	88	...	...	...	53	65	118
18	22	40	53	59	112	...	...	...	71	81	152
450	434	884	919	838	1,757	...	...	...	1,803	1,728	3,531

GENERAL TABLE NO. VI.—*Return showing the results of prescribed examinations in Burma* Chap. VIII, paragraph 61;

Nature of Examination.	Number of Institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students and teachers.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES—									
1. Master of Arts	..	..	..	..	..	..	..	..	..
2. Bachelor of Arts	1	..	..	1	12	..	..	..	12
3. Bachelor of Science	..	..	..	..	..	..	..	..	..
4. First B. A.	..	..	..	..	..	..	..	..	..
4. First B.Sc.	..	..	..	..	..	..	..	..	..
4. First Arts and Intermediate examinations	1	1	..	2	71	9	..	5	85
4. Previous examinations	..	..	..	..	..	..	..	..	..
ORIENTAL COLLEGES—									
1. Master of Oriental Learning	..	..	..	..	..	..	..	..	..
2. Bachelor of Oriental Learning	..	..	..	..	..	..	..	..	..
3. Honours in Sanskrit	..	..	..	..	..	..	..	..	..
3. Honours in Arabic	..	..	..	..	..	..	..	..	..
3. Honours in Persian	..	..	..	..	..	..	..	..	..
3. Honours in Urdu	..	..	..	..	..	..	..	..	..
4. High Proficiency in Sanskrit	..	..	..	..	..	..	..	..	..
4. High Proficiency in Arabic	..	..	..	..	..	..	..	..	..
4. High Proficiency in Persian	..	..	..	..	..	..	..	..	..
4. High Proficiency in Urdu	..	..	..	..	..	..	..	..	..
5. Proficiency in Sanskrit	..	..	..	..	..	..	..	..	..
5. Proficiency in Arabic	..	..	..	..	..	..	..	..	..
5. Proficiency in Persian	..	..	..	..	..	..	..	..	..
5. Proficiency in Urdu	..	..	..	..	..	..	..	..	..
COLLEGES FOR PROFESSIONAL TRAINING—									
Law—									
1. Doctor of Law	..	..	..	..	..	..	..	..	..
2. Bachelor of Law	..	..	..	..	..	..	..	..	..
Medicine—									
1. M.D.	..	..	..	..	..	..	..	..	..
2. M.B.	..	..	..	..	..	..	..	..	..
3. L.M.S.	..	..	..	..	..	..	..	..	..
4. First M.B.	..	..	..	..	..	..	..	..	..
4. First L.M.S.	..	..	..	..	..	..	..	..	..
Engineering—									
1. M.C.E.	..	..	..	..	..	..	..	..	..
2. B.C.E.	..	..	..	..	..	..	..	..	..
3. L.C.E.	..	..	..	..	..	..	..	..	..
4. First L.C.E.	..	..	..	..	..	..	..	..	..
Teaching	..	..	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	..	..	..
Schools for General Education—									
1. Matriculation (*a*) For Boys	5	7	..	12	78	78	..	36	192
1. Matriculation (*a*) For Girls	..	..	..	..	..	..	..	..	..
2. High School Examination for Europeans. For Boys	1	2	..	3	4	22	..	..	26
2. High School Examination for Europeans. For Girls	..	6	..	6	..	20	..	..	20
3. Middle English Examination For Boys	33	71	..	104	2,087	4,034	..	14	6,135
3. Middle English Examination For Girls	..	23	..	23	..	537	..	..	537
4. Middle Vernacular Examination For Boys	28	610	..	638	279	4,803	..	1,515	6,597
4. Middle Vernacular Examination For Girls	3	47	..	50	15	239	..	..	254
5. Upper Primary Examination For Boys	73	3,409	..	3,482	2,977	34,311	..	69	37,357
5. Upper Primary Examination For Girls	4	411	..	415	40	3,276	..	..	3,316
6. Lower Primary Examination For Boys	77	5,672	..	5,749	2,819	123,767	..	4	126,590
6. Lower Primary Examination For Girls	4	676	..	680	176	16,298	..	..	16,474
7. Public Service Certificate Examination. English	..	..	..	..	..	..	..	..	..
7. Public Service Certificate Examination. Vernacular	..	..	..	..	..	..	..	..	..
8. Teachers' Examination for students outside Training Schools.	29	427	..	456	37	718	..	6	761
Schools for Special Education—									
1. Training School Examination for Masters. Upper	10	4	..	14	101	20	..	..	121
1. Training School Examination for Masters. Lower (*b*)	6	5	..	11	58	38	..	..	96
2. Training School Examination for Mistresses. Upper	..	2	..	2	..	8	..	..	8
2. Training School Examination for Mistresses. Lower (*b*)	..	5	..	5	..	37	..	..	37
3. School of Arts Examination	..	..	..	..	..	..	..	..	..
4. Vernacular Medical Examination	..	..	..	..	..	..	..	..	..
5. Examination in Engineering	..	1	..	1	68	..	..	..	68
6. Examination in Surveying	..	..	..	..	..	..	..	..	..
7 Industrial School Examination	..	..	..	..	..	..	..	..	..
8. Commercial School Examination	..	..	..	..	..	..	..	..	..
9. Agricultural School Examination	..	..	..	..	..	..	..	..	..
10. Sanskrit Title School Examination	..	..	..	..	..	..	..	..	..
11. Madrasa Central Examination	..	..	..	..	..	..	..	..	..
12. Other Schools Examination	..	..	..	..	..	..	..	..	..
Anglo-Vernacular High School Final Examination. For Boys	6	4	..	10	44	31	..	6	81
Anglo-Vernacular High School Final Examination. For Girls	..	..	..	..	..	..	..	..	..

(*a*) Includes candidates who appeared for the supplementary

(*b*) As according to paragraph 399, page 72 of the Burma Education Code, 6th Edition, only one examination was held for the figures shown under "Lower" include not only the figures of the

during the official year 1909-10. (Chap. III, paragraph 15; Chap. IV, paragraph 29; Chap. X, paragraph 71.)

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.							
							Hindus.					
Institutions under Public management.	Aided institutions.	Other institutions.	Private students and teachers.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	..	...	...	...	...	...	..	...
8	...	...	...	8	1	...	...	...	1	5	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
32	7	...	3	42	11	6	...	2	1	21	...	1
...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and*

Objects of Expenditure			EXPENDITURE			
			IN INSTITUTIONS			
			Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1			2	3	4	5
	Arts Colleges.					
COLLEGIATE EDUCATION.	English	...	...	...	...	...
	Oriental	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law	...	...	...	...	...
	Medicine	...	...	...	..	...
	Engineering	..	...	...	...	...
	Teaching	...	...	...	...	...
	Agriculture	...	...	...	...	...
	Total	...	...	...	...	...
	Secondary Schools.					
SCHOOL EDUCATION —GENERAL.	For boys... High schools	...	...	...	...	...
	For boys... Middle schools English	...	...	...	...	...
	For boys... Middle schools Vernacular	...	6	597	597	597
	For girls... High schools	...	...	...	...	...
	For girls... Middle schools English	...	...	...	...	...
	For girls... Middle schools Vernacular	...		...	...	...
	Total	...	6	597	597	597
	Primary Schools.					
	For boys	...	6	224	224	224
	For girls	...	...	...	...	...
	Total	...	6	224	224	224
	Schools for Special Instruction.					
SCHOOL EDUCATION —SPECIAL.	Training schools for Masters	...	...	...	...	...
	Training schools for Mistresses	...	...	...	...	...
	Schools of Art	...	...	...	...	...
	Law Schools	...	...	...	...	...
	Medical Schools	...	...	...	...	...
	Engineering and Surveying schools	...	...	...	...	...
	Technical and Industrial schools	...	...	...	...	...
	Commercial Schools	...	...	...	...	...
	Agricultural schools	...	...	...	...	...
	Other schools Professional schools	...	...	...	...	...
	Other schools Miscellaneous	...	...	...	...	...
	Total	...	...	...	...	...
Inspection		...	...	...	...	...
SCHOLARSHIPS HELD IN	Arts Colleges	...	...	...	...	...
	Medical Colleges	...	...	...	...	...
	Other Professional Colleges	...	...	...	...	...
	Secondary schools	...	...	...	...	...
	Primary schools	...	...	...	...	...
	Medical schools	..	...	...	...	...
	Technical and Industrial schools		...	...	...	...
	Other special schools	...	...	...	...	...
Buildings		...	...	...	...	...
Furniture and Apparatus (special grants only)			...	...	...	...
Miscellaneous		...	...	...	...	...
	Total	...	...	...	...	...
	GRAND TOTAL	...	12	821	821	821

Municipal Expenditure on Public Instruction in Burma for the official year 1909-10.

OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.										
MANAGED BY DISTRICT BOARDS.							IN INSTITUTIONS MANAGED BY			
Provincial revenues.	District funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	Total District fund expenditure on Public Instruction.
6	7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	3,471	3,471
...	...	...	...	...	...	...	...	...	4,410	4,410
...	8,754	...	994	...	...	9,748	...	...	72,070	80,824
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	5,074	5,074
...	8,754	...	994	...	...	9,748	...	...	85,025	93,779
...	3,176	...	280	...	...	3,456	...	...	2,67,639	2,70,815
...	...	...	...	...	...	...	...	...	19,225	19,225
...	3,176	...	280	...	...	3,456	...	...	2,86,864	2,90,040
...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and Municipal*

Objects of expenditure.			EXPENDITURE OF						
			IN INSTITUTIONS						
			Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.
1			17	18	19	20	21	22	23
	Arts Colleges.						Rs.	Rs.	Rs.
	English	...	...	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.								
COLLEGIATE EDUCATION.	Law	...	...	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...
	Secondary Schools.								
	For boys... High schools	...	2	938	933	862	19,812	856	...
	For boys... Middle schools English	...	7	1,076	1,095	957	22,831	7,858	...
	For boys... Middle schools Vernacular	...	...	...	...	...	...	...	...
	For girls... High schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL.	For girls... Middle schools English	...	...	...	...	...	...	...	...
	For girls... Middle schools Vernacular	...	...	...	...	...	...	...	...
	Total	...	9	2,014	2,028	1,819	42,643	8,714	...
	Primary Schools.								
	For boys	...	...	...	...	...	...	...	...
	For girls	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...
	Schools for Special Instruction.								
	Training schools for Masters	...	...	...	...	...	...	...	...
	Training schools for Mistresses	...	...	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL.	Engineering and Surveying Schools	...	...	...	...	...	...	...	...
	Technical and Industrial Schools	...	...	...	...	...	...	...	...
	Commercial Schools	...	...	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...	...
	Other schools Professional schools	...	...	...	...	...	...	...	...
	Other schools Miscellaneous	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...
Inspection	... ...	...	...	...	...	...	...	...	...
	Arts Colleges	...	...	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...	...	...
	Other Professional Colleges	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN	Secondary schools	...	...	...	...	...	...	...	...
	Primary schools	...	...	...	...	...	...	...	...
	Medical schools	...	...	...	...	...	...	...	...
	Technical and Industrial schools	...	...	...	...	...	...	...	...
	Other special schools	...	...	...	...	...	...	...	...
Buildings	... ...	...	...	...	...	...	...	3,747	...
Furniture and Apparatus (special grants only)	..	...	...	...	...	...	...	...	...
Miscellaneous	... ...	...	...	...	...	...	...	...	...
	Total	...	...	...	...	..	...	3,747	...
	GRAND TOTAL	...	9	2,014	2,028	1,819	42,643	12,461	...

Expenditure on Public Instruction in Burma for the official year 1909-10—concluded.

MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.

MANAGED BY MUNICIPAL BOARDS.				IN INSTITUTIONS MANAGED BY					
Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or associations.	Total municipal expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
..	...	...	..	...	...	..	...	...	
...	...	...	...	...	...	...	...	...	
..	...	..	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
..	...	...	...	...	...	...	...	...	
29,798	...	...	50,466	2,312	...	74,185	77,353	80,824	
31,691	...	...	62,380	603	...	93,407	1,01,868	1,06,278	
...	...	...	...	...	...	43,030	43,030	1,23,854	
...	..	..	...	...	...	...	..	...	
...	...	...	...	...	...	23,587	23,587	23,587	
...	...	...	...	...	...	9,966	9,966	15,040	
61,489	...	...	1,12,846	2,915	...	2,44,175	2,55,804	3,49,583	
...	...	...	...	...	...	54,355	54,355	325,170	
...	...	...	..	...	...	9,500	9,500	28,725	
...	...		...	..	...	63,855	63,855	3,53,895	
...	.	...	..	...	...	...	...		
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
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...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	523	523	523	
...	...	...	...	...	...	523	523	523	
...	...	...	..	...	...	...	1,363	1,363	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	3,747	...	...	737	4,484	20,133	
...	...	...	...	...	...	936	936	4,141	
...	...	...	...	...	...	...	13,157	17,186	
...	...	...	3,747	...	...	1,673	19,940	43,123	
61,489	...	...	1,16,593	2,915	...	3,10,226	3,40,122	7,47,124	

GENERAL TABLE NO. VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-Houses for the official year* 1909-10. (Chapter III, paragraph 16, Chapter XIII, paragraph 87).

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of				Expenditure from					
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.							Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government ...	12	749	72	362	192	123	2,846	...	...	72,126	74,972	
Managed by Local or Municipal Boards.	2	32	...	13	19	...	...	...	...	3,793	3,793	
Aided by Government or by Local or Municipal Boards.	90	4,467	19	1,535	2,793	120	15,391	4,356	54,058	1,80,959	2,54,764	
Unaided	26	638	...	173	465	...	...	...	26,899	522	27,421	
Total ...	130	5,886	91	2,083	3,469	243	18,237	4,356	80,957	2,57,400	3,60,950	

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of				Expenditure from					
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Females.							Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government ...	...	...	...	..	...	...	...	...	...	...	...	
Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	..	...	...	...	
Aided by Government or by Local or Municipal Boards.	54	2,180	...	615	1,499	66	11,468	6,927	25,245	1,40,787	1,84,427	
Unaided	...	...	...	..	...	...	...	...	...	...	...	
Total ...	54	2,180	...	615	1,499	66	11,468	6,927	25,245	1,40,787	1,84,427	
GRAND TOTAL ..	184	8,066	91	2,698	4,968	309	29,705	11,283	1,06,202	3,98,187	5,45,377	

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